University of Alberta

Meanings of the Mentoring Relationship Between Junior and Senior Faculty Members in Higher Education

by

Sharon Marie Compton

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Doctor of Philosophy

Department of Secondary Education

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a dissertation entitled **Meanings of the Mentoring Relationship Between Junior and Senior Faculty Members in Higher Education** submitted by Sharon Marie Compton in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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Abstract

This study employed qualitative research methodologies to examine meanings of the mentoring relationship between junior (mentoree) and senior (mentor) academics in higher education. In particular, it has focused on gathering the perspectives of both mentors and mentorees regarding their mentoring relationship experiences.

Semistructured, individual interviews were completed with the mentors and mentorees. The interview data were organized into four categories as follows: (a) mentoring environment; (b) initiating and preparing mentoring relationships; (c) expanding, developing, and ending mentoring relationships; and (d) reflecting on mentoring.

The findings reveal that junior and senior academics appreciated the mentoring relationship, citing tangible and intangible benefits from participating in the relationship; recognized influential aspects stemming from the department or institution in general that impacted the development of the relationship; described their role in the relationship and how their characteristics and personalities influenced the relationship; and described and/or proposed challenges for the mentoring relationship.

The study has made recommendations for action. These included developing a new model for representing mentoring relationships in academia, and, second, for more planned mentoring programs to be initiated in higher education as a professional development activity that supports the socialization process of new/junior academics, but also senior academics. The new model adds new terminology and presents a co-learning relationship with colleagues as partners within circles of colleagues. The conceptualization of the co-learning relationship model was derived from the belief that

to build these mutually supportive and learning relationships within academia in this new decade, time-worn notions and perceptions of mentoring need to be reconceptualized and reconfigured. The proposed relationship model is based on the combination of findings from this study and learning from models and concepts described in the literature. The colleagues in the new, co-learning model are situated as co-learners and co-knowers of knowledge who share learning experiences that are planned to the needs identified by the individual colleagues and/or through their circle of colleagues.

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Voicing support.
Watching over me,
Sharing tears.
Elevating me with your kindness.
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CHAPTER 1
QUESTIONING AND LOCATING THE BORDERS: AN INTRODUCTION

. . . I watched from the window, high above the ground.
The sky shone back, casting a variety of hues.

I stared into the vast expanse,
watching,
listening,
touching,
breathing.

. . . Now,

only now, I could ask the question.

By: Sharon

Acknowledging My Motivation to Study Examine Mentoring?

My first memory of having a mentoring experience was early in my high school years in rural Nova Scotia. I remember the small classroom, my teacher with graying hair, tall and statuesque as she walked among the rows of desks. From my desk I could see the river that I sense in an unconscious way nourished my endless dream that there was *some-thing* better "out there." Certainly the day would come when the current would wash me away from this place where my dream could unfold.

I lingered on my teacher's encouraging words for all of us young students, but there was an emphasis of encouragement for girls. I realized years later that her voice was my first introduction to a feminist voice. She instilled in us a desire to follow our convictions and go for the dream. My teacher created an image of possibility for me unlike any I had ever heard or imagined.

Many years later during graduate school, I more fully experienced the guidance and supportive influence of a trusted mentor. This relationship differed from my experience in high school in that this was a mutual sharing relationship between two people rather than a relationship in which only I knew that I had benefited. My graduate school mentor dismantled the walls I had so carefully constructed, and she gently but with certainty pushed me to explore, question, and "find my voice." This experience will forever be remembered as a critical turning point in my adult development and is a relationship that I characterize as a type of mentoring relationship between a faculty advisor and a graduate student.

After graduate school and the completion of a master's degree, I accepted a full-time tenure-stream academic appointment. The full-time position was at the same institution where, previously, I had been a part-time sessional instructor for approximately seven years. Even though I had been teaching part-time for seven years in this same department, I still found myself feeling isolated in the new full-time position. The responsibilities were very different, and I believe it is understated to say that I felt lost in my new academic place. I felt embarrassed to admit this to anyone, believing that others would see it as incompetence. From the outside I struggled in silence to complete my responsibilities, while on the inside I was exploding with ideas, questions,

uncertainties, and emotions. My resolution to the increasing tensions was to resign from the tenure-stream position after my fourth year.

After much reflection on this experience, I have come to believe that the support and guidance of a mentor could have been extremely beneficial. I needed a supportive friend in the new and complex environment. Since this experience, I returned to part-time teaching; and in conversations across campus with other new faculty, I have heard stories similar to mine. This experience and the later understanding that I was not alone in my experience have nourished my desire to examine mentoring relationships of academic faculty. I believe my current desire to guide and support new academics through the initial socialization phase in the academy stems from my experiences as a new academic.

Presenting and Connecting the Travelers: The Mentor and Mentoree in a Mentoring Relationship

Although various descriptions of the mentor can be found in the literature (Cohen, 1995; Daloz, 1986, 1999; Kram, 1988; Zachary, 2000), the consistent underlying definition of a mentor is someone who is caring and nurturing to another person, which enables personal and professional growth in a setting typically involving new territory. Mihkelson (1997) described a mentor as "a more experienced peer, a 'new' generation professional expert, and a leader in a field who is interested in professional dialogue with a less experienced professional" (p. 4). The mentoree is the new and less experienced person in the relationship who comes to the relationship with particular learning needs.

The mentoring relationship can be purposely/formally developed or can be a naturally/informally developed relationship as a process during adult development. A purposely developed or planned mentoring relationship occurs when both participants consciously prepare for the relationship and plan and reflect throughout the duration of the relationship. This study was initiated to examine mentoring relationships that were considered purposely or formally arranged in contrast with naturally or informally occurring mentoring relationships. However, as the study progressed, the focus of the study included data from both formally and informally developed mentoring relationships.

Stating the Purpose of the Study

The purpose of this study was to examine meanings of the mentoring relationship between junior (mentoree) and senior (mentor) academics in higher education. The study documents this experience of being in mentoring relationships and provides descriptions from both the mentor and mentoree perspectives.

Understanding the Significance of the Study

This study will provide academic administrators with descriptive detail of the mentoring relationship, which could be implemented to guide the new academic member into the roles and responsibilities of "faculty member." Boice (1992), Menges and Associates (1999), Caplan (1993), and Sorcinelli (1994) discussed the complexity and challenges facing the new faculty member. Specifically, Sorcinelli explained:

> New faculty must unravel the organizational structures and values, expectations for performance and advancement, and the history and traditions of their campus setting; . . . and the ability . . . to navigate these early years is critical to their success and satisfaction with an academic career. (p. 474)

In consideration of the new or junior academics and the challenges that they face beginning their academic careers, Mullen and Forbes (2000) contended that through mentoring relationships, new academics can receive assistance with "a) learning unfamiliar tasks, b) developing their research, c) networking at conferences and within the university, and d) navigating the political issues in the workplace" (p. 44). In support of the effectiveness and importance of encouraging mentoring relationships for new and junior academics, Mullen and Forbes proposed that effective mentoring could be an integral component to the creation of a quality experience for individuals as they navigate their new academic community.

This study also demonstrates to individual faculty members how participation in mentoring relationships contributes to facilitation of professional and personal awareness and growth. Harnish and Wild (1994) and Luna and Cullen (1995) found that through mentoring relationships, both experienced (senior) and less experienced (new) academics developed greater awareness of their professional roles and responsibilities, which supported professional growth. Additionally, Chalmers (1992) proposed that "mentoring

is important to receive at all stages of adult growth" (p. 72), suggesting benefits to both the senior and new/junior academic in the relationship.

Moreover, academic institutions are experiencing difficulties in filling academic positions due to decreased funding, increased competition amongst institutions, and enticements from the corporate sector to potential faculty members. A strong mentoring program that is carefully planned and actively promoted to assist new faculty may provide the added incentive for them to accept the challenge of academia, knowing that collegial support and collaboration are available. Implementation may be more likely and meaningful in institutions, which have this as a priority.

Additionally, Bledsoe (1991) noted, "A shortage of faculty with doctorates is predicted by the American Association of University Professors (AAUP) which is expected to be evident in the mid-1990s and into the first decade of the 21st century" (p. 16). Moreover, Bledsoe explained that the deficiency in faculty numbers exists due to increasing retirements from an aging professoriate and expansions in student enrollments (p. 17). It is further projected that even though the number of doctoral students should remain relatively constant over the coming years, nonacademic job opportunities are increasingly available to new doctorates, which lures graduates away from academia.

Furthermore, to enable postsecondary institutions to remain competitive in the marketplace, Bledsoe (1991) proposed that it will be necessary to provide programs aimed to assist new faculty in the improvement of "their ability to teach and conduct research in a rapidly changing environment" (p. 17). Henceforth, faculty development programs that facilitate mentoring relationships could be extremely useful within these described circumstances.

Furthermore, Wunsch (1994) envisioned that

> the twenty-first century will bring . . . new challenges to higher education so that bureaucratic institutions must renew their responsibility to support the developmental needs of staff, students, and faculty and recognize the relationship between personal change and organizational vitality. (p. 4)

Wunsch concluded that "an integrated, comprehensive model of human and organizational development which includes mentoring for faculty, staff, students, and administrators will be significant in community building and institutional revitalization" (p. 4).

Outlining the Research Location

This research was conducted at a major Canadian research university with various academic faculty members as participants. The university is an established institution and is recognized for its quality in teaching, research, and community service. The university offers 200 undergraduate programs and 170 graduate programs, with a total student population of more than 30,000.

A component of the university's development plan is to stimulate innovation and excellence in teaching through teaching enhancement workshops, mentoring arrangements, and team-teaching collaboration. In the competitive international marketplace, the university recognizes the challenge in recruiting and retaining outstanding faculty (university documents from research site).

Defining Key Terminology

Further discussion of these terms is found within Chapter 2 of this proposal, the literature review, and Chapter 5, the discussion; but succinct definitions are provided here to guide the reader through the literature review.

A *mentor* is the person (senior faculty member) who guides the mentoree or protégé. Other terms occasionally used that imply being a mentor are *sponsor*, *role model*, and *coach* (Murray & Owen, 1991, p. 11).

A *mentee or protégé* is the person (junior faculty member) who is being mentored. These are the two most commonly used terms that describe a person being mentored. Other terms less frequently used for a person being mentored are *candidate*, *apprentice*, *aspirant*, *advisee*, *counselee*, *trainee*, and *student* (Murray & Owen, 1991, p. 13).

I struggled with both terms mentee and protégé, because I felt that each implies a subservient role, which was not consistent with my philosophy of the mentoring relationship as a collaborative partnership of learning and development. After beginning the research, I found the term *mentoree*, which I found more palatable. Consequently, I decided to use the term *mentoree,* to refer to the person being mentored.

The *mentoring relationship* is the term used to define the relationship between the mentor and the mentoree. Other terms from the literature occasionally used to describe a

developmental relationship similar to a mentoring relationship are *sponsorship*, *coaching*, *role modeling*, *counseling*, and sometimes *friendship* (Kram, 1985; as cited in Daresh & Playko, 1989, p. 8).

The *co-mentoring or peer-mentoring relationship* typically refers to a mentoring relationship between two people who are considered "learning" and "teaching" each other. Unlike traditional mentoring relationships, the two participants in a co-mentoring relationship are similar in age, academic experience, and life and career stage.

The *junior faculty member* or mentoree is a tenure-track, academic faculty member who has been employed for two years or less at the research institution. Additionally, this may or may not be his/her first academic appointment. A *new academic* refers to an academic faculty member who is in his/her first academic appointment.

The *new hire* is a term used to refer to the new academic. The term is typically used to describe a very new academic person, usually within his/her first year.

The *senior or experienced faculty member* or mentor is an academic faculty member who has obtained tenure, which implies that he/she has maintained an academic appointment for five or more years.

A *helping relationship* is an interpersonal process in which an individual seeks to help another individual to grow. The helping process involves two phases known as (a) building the relationship, and (b) facilitating positive action (Brammer & MacDonald, 1996, p. 3).

The *cross-discipline/department mentoring relationship* depicts the relationship pairing between a mentor who is in a discipline/department different from the mentoree.

The *within-department mentoring relationship* depicts the relationship pairing between a mentor and mentoree who share the same discipline/department.

Stating the Research Questions

The primary purpose of the study was to examine meanings of the mentoring relationship experience given by senior faculty members as mentors and new/junior faculty members as mentorees. Incorporating this purpose, the fundamental research question was, "What is the experience of the junior and senior faculty member in the

mentoring relationship?" Secondary questions framing the initial question pertaining to the mentor were:

- What are the role expectations of the mentor?
- Are these expectations considered appropriate for a mentor? Why or why not?
- What elements are thought to be critical to the development of the mentoring relationship? Why?
- What elements are thought to hinder the development of the mentoring relationship? Why?
- How does the mentor learn mentoring techniques?
- What has the mentor gained from being involved in the mentoring relationship?
- What does the mentor experience during the termination of the mentoring relationship?
- What does the mentor experience after the relationship ends?

Secondary questions that frame the initial question pertaining to the mentoree are:

- What are the role expectations of the mentoree?
- Are these expectations considered appropriate for a mentoree? Why or why not?
- How does the mentoree learn the role and responsibilities required in a mentoring relationship?
- What elements are thought to be critical to the development of the mentoring relationship? Why?
- What elements are thought to hinder the development of the mentoring relationship? Why?
- What has the mentoree gained from being involved in the mentoring relationship?
- What does the mentoree experience during the termination of the mentoring relationship?
- What does the mentoree experience after the relationship ends?

To explore meanings of the mentoring relationship for the junior and senior faculty members in higher education, I chose qualitative inquiry to guide the research. The style of qualitative inquiry, using interviews, allowed interaction with the junior and senior academics and enabled me, as the researcher, to converse and explore with them as they shared the details of their mentoring-relationship experiences. The interactive style of the one-to-one interview situation facilitated the ability to deviate from the questions as proposed, in order to follow the participant's path of discussion. Qualitative inquiry is discussed in Chapter 3: Mapping the Direction: Research Design and Method.

CHAPTER 2
REVIEWING AND ASSESSING THE TYPOGRAPHY: THE LITERATURE

. . . To go forward, I must be mindful

of what was there before me.

By: Sharon

Introducing the Landscape of Mentoring

Mentoring is a concept being discussed and operationalized in postsecondary institutions. This study focused on faculty members, with a particular interest in new faculty members and their adaptation to new role responsibilities. Faculty members at research universities are responsible for fulfilling roles within teaching, research, and service, both in the community and within the institution. These expectations can create feelings of trepidation for new and typically inexperienced faculty members. Boice (1992) and Schuster (1990; as cited in Wunsch, 1994) observed that "many new faculty members feel isolated and alone in a challenging new environment, where they are faced with more demands than ever before" (p. 65). Furthermore, Mullen (2000) explained, "New faculty seem to expect genuine collegiality from co-workers and some are unprepared for the reality of competition and power seeking they find" (p. 39). The mentoring relationship, as a helping relationship, could provide connection and inclusiveness for new faculty members as they begin their career in academia.

The beginning of a career is a time of personal and professional growth, and growth brings change. It is well known that change creates tension and apprehensiveness. Brammer and MacDonald (1996) explained that the "helping relationship can provide a temporary safe haven while exploring and experimenting with new behaviors as well as achieving goals" (p. 11).

The university setting where this study was conducted is considered a research university. Jackson and Simpson (1994) stated that "research universities present a number of special challenges for new faculty members as many of these institutions have made demands for increasing teaching effectiveness, while traditional demands for research productivity remain unabated" (p. 65). The authors further elaborated that "reduced funding opportunities make it more difficult for younger faculty to establish new research programs" and summarized that "there is probably no other institution where effective mentoring of new faculty members is more needed than in a research university" (pp. 65-66).

Given the many responsibilities facing the new faculty person, a collaborative mentor relationship with a senior faculty person could be a very welcomed and valued

relationship. In a study of the enculturation process of new faculty members, Rosch and Reich (1996) found that "new faculty members were reluctant to make their needs known (to their department chairpersons), fearing they would be judged negatively" (p. 129). Studies of new faculty who participate in mentoring relationships have found that the mentor is able to provide guidance and support for the new faculty person, which may alleviate the "fear to communicate" syndrome of the new faculty person. The mentor is typically a "safe person" in whom the mentoree places trust and with whom he/she is able to communicate explicitly.

Locating Mentoring Relationships in Academia and the Corporate Sector

Support for creating mentoring relationships to advance and enhance professional development between junior and senior workers in the business or corporate sector has been widely documented (Cohen, 1995; Hennig & Jaardim, 1977; Kanter, 1977; Kram, 1988; Phillips-Jones, 1982; Roche, 1979). "Planned mentoring programs in business continue to reveal their positive contribution to career enhancement as demonstrated by personal adjustment, satisfaction, and professional achievement" (Cohen, 1995, p. 4). Similarly, adoption of formal mentoring programs has gained increased support in academic institutions (Wunsch, 1994, p. 2).

Differences in mentoring program definition and goals have been noted between business models and those for postsecondary institutions. Formal mentoring in the business or corporate realm is supported as a "tool, strategy or technique for the development of employees" (Luna & Cullen, 1995, p. 9). Otto (1994) found that the "business world defines success in terms of the bottom line (increased revenues), whereas, the world of higher education weighs teaching, research and writing (publishing) to define success" (p. 15).

Caldwell and Carter (1993; as cited in Luna & Cullen, 1995, p. 14) also studied mentoring in business and found that industry is often preoccupied with competencies and associated performance standards and assessment criteria emphasizing the focus for product and measurable outcomes. Consequently, this type of focus on measurable outcomes affects approaches to mentoring; whereas in academia the focus is typically directed on process and collaborative culture (p. 15). However, given consideration of

some apparent differences between mentoring in business and postsecondary education, aspects of the learning can still be translated from mentoring in business settings to academia. For example, Luna and Cullen (1995) observed that even if the "translation in practice in some cases is uneasy, one must remember that the guiding principle of mentoring is to assist in the development of an individual, regardless of the environment" (p. 9).

Formal mentoring in postsecondary institutions involves a process of "defining, planning and structuring activities within a goal and time frame" (Wunsch, 1994, p. 28). "Formal programs recognize that setting clear expectations for participants is essential, as is the training of both mentors and mentees to make the most effective use of the process" (p. 29). Conversely, informal mentoring which relies on "natural selection, personality congruence, and happenstance is no longer accepted as the only form of mentoring as it often excludes women and minorities and is typically unsystematic and unpredictable" (p. 29). The newly adopted process of mentoring in postsecondary education is "systematic and comprehensive, supported by the institution and available to anyone who wishes to engage in it" (p. 29).

Finally, the benefits from mentoring relationships have been similarly documented in the studies conducted in both business and academic settings. Luna and Cullen (1995) summarized that "through mentoring, protégés gain an understanding of the organizational culture, have access to informal networks of communication that carry significant professional information, and receive assistance and support in defining and reaching career aspirations" (p. 15). This finding has been common in studies in both business and academic environments (Bogat & Redner, 1985; Cohen, 1995; Kram, 1988; Olian, Carroll, Giannantonia, & Feren, 1988; Phillips-Jones, 1982; Ragins, Cotton, & Miller, 2000).

Defining the Conceptual Framework

The mentoring relationship in higher education can be situated within the framework for helping relationships. A helping relationship is an interpersonal process in which an individual seeks to help another individual to grow. The helping process involves two phases: (a) the building the relationship, and (b) the facilitating positive

action (Brammer & MacDonald, 1996, p. 3). Initially, the helper uses understanding and support skills to develop the relationship, and once the relationship is established, the helper and helpee decide what actions are desired, and the helper assists in planning for the action steps (p. 3). The mentoring relationship is similar to the helping relationship in that it involves the mentor (helper) developing a supportive connection with the mentoree (helpee) for the central purpose of assisting the mentoree's professional growth and socialization to the institution.

An identifiable process is evident in all kinds of helping relationships. The process is often reciprocal in that both the helper and the helpee are actively giving and receiving. The process is typically defined as involving different stages or phases (Brammer & MacDonald, 1996; Cohen, 1995; Combs & Gonzalez, 1994; Kram, 1988; Zachary, 2000).

The helping relationship is a process of enabling one person (the helpee) to grow in the directions that the person (the helpee) negotiates (Brammer & MacDonald, 1996, p. 7). The helper facilitates the awareness of alternatives and assesses readiness to act (p. 7). In the mentoring relationship, the mentor is often seen as a guide who helps the mentoree understand the new environment and supports professional growth through suggesting specific alternatives and actions.

"Much helping is motivated by people's strong desire to leave this world a better place than how they found it; . . . they want to leave their mark" (Brammer & MacDonald, 1996, p. 13). A similar philosophy is cited in the mentoring literature with the mentor's desire to nurture the "young" and guide future generations (Luna & Cullen, 1995, p. 17).

Recognizing the Travelers: Who Are the Mentor and Mentoree?

Knox and McGoven (1988; as cited in Wunsch, 1994) reported that the six most important characteristics of a mentor are "honesty, competency, a willingness to share knowledge, a willingness to allow growth, a willingness to give positive and critical feedback, and a directness in dealings with the protégé" (p. 17). Mentors were further described by Newman and Newman (1991; as cited in Wunsch, 1994) as "middle-aged

adults who have achieved some degree of professional and personal success and have the capacity for directing action in their own lives as well as the lives of others" (p. 17).

The origin of the mentor is written in the classic story of Homer's *Odyssey*, involving the characters Telemachus and Mentor. Mentor was the friend of Odyssey, who was entrusted to care and watch over Telemachus, Odyssey's son. The literary image of this relationship has formed the concept of conventional mentoring, as it is known today. Mentor was the wise and trusted elder given the responsibility for guiding the younger, less-experienced one, Telemachus. Consistent with Homer's imagery of mentoring, Appollinaire offered this passage:

> Come to the edge, he said.
> They said, We are afraid.
> Come to the edge, he said.
> They came,
> He pushed them, and they flew.
> (Guillaume Appollinaire)

Appollinaire created an image of a confident person encouraging a less-confident person to "step out, take a risk"; and with guidance and support, the less confident finds new ground and is able to flourish.

As was depicted in Homer's *Odyssey*, mentors respect an individual's differences and similarities and should not seek to mold the person as if to clone themselves. Consequently, mentors strive to be a "guide on the side." Conversely, mentors are not role models, because this implies duplication. Mentoring is not about duplication, but rather about supporting new faculty members as they familiarize themselves with the university community and encourage them to demonstrate their own unique qualities. Mentoring is about a journey in which the two walk together, mutually, in a questioning, supporting, and caring manner. Mentors nurture possibilities.

Zachary (2000) explained, "Today's mentor is a facilitative partner in an evolving learning relationship focused on meeting learning goals and objectives" (pp. xx-xxi). She noted that mentors need to grow and develop and believed that facilitation of a learning relationship must commence with self-learning, and without commitment to self-learning, the potential effectiveness of the relationship is greatly decreased.

The effectiveness of the formal mentoring relationship is also dependant upon the characteristics that the mentoree brings to the relationship. Haensley and Edlind (1986; as cited in Daresh & Playko, 1989) identified some of the most important characteristics and responsibilities of the person being mentored as (a) enthusiasm; (b) self-initiative; (c) conscientiousness for self-development; (d) commitment to the relationship; (e) an open-minded, objective, and nondefensive attitude; (f) a degree of insightfulness about self and others; (g) a sense of humor; and (h) honesty (p. 24).

Luna and Cullen (1995) explained that an "ideal protégé is a person who is goal oriented, is willing to assume responsibility for his/her own growth, seeks challenging assignments and greater responsibility, and is receptive to feedback and coaching" (pp. 65-66). Additionally, mentorees should outline their professional needs and collaborate with the mentor to develop a plan for attaining those needs while maintaining realistic expectations from the mentoring relationship (p. 66).

Consequently, to increase the likelihood that a mentoring relationship will be meaningful, a preparatory workshop should be offered for those faculty members interested in being a mentor. Some suggestions for discussion with the potential mentorees are (a) the advantages of working with an experienced faculty member, (b) encouragement for mentorees to implement the mentors' suggestions, (c) the ability to ask for advice and question without fear of reproach, (d) the possibility of observing mentors' teaching and classroom facilitation, (e) the recognition that professional development is a continuum and that it is necessary to be forgiving of self and any imperfections; and (f) the ability to build support with another faculty member.

It has been shown that when a mentoree who possesses these particular attributes and realistically participates in a mentoring relationship, the benefits are numerous (Luna & Cullen, 1995, pp. 31, 35; Wunsch, 1994, pp. 12, 30). Additionally, Daresh and Playko (1989) documented the benefits gained by the mentoree as follows: (a) an increase in confidence and competence, (b) improvement in communication skills, (c) the learning of "tips and techniques," and (d) the development of a sense of "connectedness" in a new environment because of the support and guidance of at least one other faculty member (pp. 26-27).

Recognizing Potential Benefits in Mentoring Relationships

According to Otto (1994),

> The mentoring relationship is one that provides an environment that supports adults while they continue to learn and develop themselves. It is an environment that allows closeness and distance and recognizes the similarity as well as the individuality of both the mentor and protégé. (p. 16)

For mentoring relationships to be most effective, conscious preparation must occur (Cohen, 1995; Kram, 1988; Murray & Owen, 1991; Otto, 1994; Wunsch, 1994; Zachary, 2000). The effective mentoring relationship does not happen by chance. Zachary stated, "Good intention is not enough to facilitate effective learning in a mentoring relationship" (p. xv).

In order for a mentoring relationship to reach an optimum outcome, the two faculty members involved must cultivate a relationship based on shared initiatives and a willingness to "invest time, energy, emotion and themselves. . . . In a mentoring relationship, professionals can experience the intrinsic value of helping others work toward their goals" (Schultz, 1995, pp. 58-60). Mentors often experience a sense of accomplishment in helping "the next generation."

Similar to the mentor, the mentoree "has the opportunity to learn, grow, and develop along life's professional and psychological pathways" (Schultz, 1995, p. 60). Learning can be optimized for the mentoree when the mentor acts as an individual tutor for the mentoree. Mentors can play devil's advocate, enabling the protégé to experiment with ideas and make changes with minimal or reduced risk" (p. 60).

Bova and Phillips (1984) proposed, "Mentorship is one way in which older adults may realize the significance of their lives and their professional contribution" (p. 16). The mentorship relationship should be a mutual journey that is created and re-created as each member experiences the journey. A collaborative mutual relationship should produce personal and professional development for both the mentor and mentoree.

A mentoring relationship provides an opportunity for the participants to experience the never-ending journey of true education:

> True education . . . is at once a fulfillment and a spur; always at the goal and never stopping to rest, it is a journey in the infinite, a participation into the journey of the universe, a living in timelessness. Its purpose is not to enhance particular abilities; rather, it helps us to give meaning to our lives, to interpret the past, to be fearless and open toward the future. (Hesse, 1974, p. 69)

Similar to Hesse's description of true education, the mentoring relationship is a journey with infinite possibilities that are typically unbounded ("timelessness"). The mentor encourages introspection of the mentoree's inner self, examining past and present experiences, while traveling forward with the collaboration and guidance of a mentor.

In their study of mentoring relationships, Mosser, Deady, and Kleisner (1987) found that this type of relationship provided "feelings of self-determination and increased competence with one's work and respect from colleagues made the work experience more satisfying and tolerable during the rough times" (p. 4). The mentoring relationship encourages reflection of past and present experiences, with the mentor and mentoree finding and sharing meaning together. Junior faculty members are integral players in the future vision of postsecondary institutions. The mentor (senior faculty person) can guide and share in the mentoree's (junior faculty member's) journey into this uncharted territory.

Appreciating Potential Limitations in Mentoring Relationships

Otto (1994; as cited in Wunsch, 1994) noted that "while most mentoring relationships naturally develop into productive professional relationships and eventually into true lifelong friendships, some become counterproductive and negative" (p. 18). Ironically, what can happen is that the personality attributes (i.e., strength, competence, potential) that initially attracted the mentor and mentoree together can become a negative force in the relationship (p. 18). Furthermore, Otto noted that a struggle for control may occur if the mentoree ignores or alters advice given by the mentor or if the mentoree develops and adapts to the institutional environment very quickly so that the mentoree's skill and reputation surpass that of the mentor, thus creating possible feelings of resentment or negative competition (p. 18). Furthermore, as the mentoree becomes distanced from the mentor, the mentor can experience a sense of loss and of being unappreciated (p. 18).

Another limitation that may emerge from the mentoring relationship involves the mentor who is typically at a mid-career and middle-adult developmental point. The relationship can signal numerous personal and professional issues, which can interfere with the ability to mentor (Otto, 1994; as cited in Wunsch, 1994, p. 18). If the mentor is not able to discuss the issues with the mentoree, the mentoree may misinterpret the mentor's preoccupation and distance so that the mentoree becomes frustrated and resentful toward the mentor (p. 18). In summary, the best way to avoid or overcome this potential negative outcome of a mentoring relationship is to adhere to the basic principles of maintaining healthy relationships; namely, open, honest communication; respect for the other; forgiveness; trust; and sharing.

Sandler (1993; as cited in Wunsch, 1994) also found that two "potential problems in the mentoring relationship can be the difficulty a mentor may have of letting go of the relationship or possible exploitation of the, mentee" (p. 86). Additionally, in his study of men and the theory of adult development, Levinson (1978; as cited in Merriam, 1983) cautioned that mentors may be "exploitive, egocentric, or too stifling or protective" (p. 170). It is understandable that not everyone is suited to be a mentor, but that people who possess certain behavioral characteristics are more likely to function meaningfully as mentors. Furthermore, Levinson (1978; as cited in Luna & Cullen, 1995) concurred that "some adults do not give or receive mentoring" and that "while mentoring can be a special gift to the recipient, organization, or society at large, mentor relationships can be stifled by limitations of individual development or organizational structures" (p. 20).

Balint, Finlay, Long, Tinker, and Groundwater-Smith (1994) studied the mentoring relationship and found five possible limitations to formal mentoring programs: (a) time limitations, (b) competing demands and distractions from other work responsibilities, (c) inability to achieve closure, (d) inclination to be too task oriented, and (e) uncertainty about relationships, experience, and process (p. 18). However, the participants in Balint et al.'s study indicated that even though barriers and obstacles were encountered in the mentoring relationship, they willingly persevered, recognizing the potential positive outcomes from participating in the relationship (p. 19).

Deciphering Mentoring Relationship: Three Frameworks for Planned/Formal Mentoring

"Mentoring should be understood as a dynamic and interactive process that occurs within phases of an evolving experience for the mentee and mentor" (Cohen, 1995, p. 15). Although it is not uncommon that mentoring frequently occurs informally and naturally for some people, it is *preferable* that mentoring relationships be created through a purposeful and conscientious process if the effectiveness of mentoring is to be optimally realized. Wunsch (1994) observed that planned mentoring programs that incorporate specific goals and activities are able to target the possible participants (mentors and mentorees) who could benefit from mentoring rather than relying on "like people to find one another" (p. 29).

In support of planned mentoring programs, Kram (1988), Zachary (2000), and Cohen (1995) have each proposed frameworks for mentoring relationships that are considered structured, formal, or planned; and all suggest educational training sessions prior to participation in the mentoring relationship (Figures 2.1, 2.2, 2.3). In contrast, Erik Erikson and Daniel Levinson (both as cited in Luna & Cullen, 1995) have described mentoring relationships that suggest that to be a mentor or be mentored is a part of the natural evolving process during adult development that does not require any purposeful preparation (p. 17).

Kram (1988) conceptualized the mentoring process using an open systems approach. The relationship is the basic system, the organization is the supra-system in which the relationship exists, and the two individuals are considered the interacting subsystems. The relationship is classified according to career and psychosocial functions. The career functions are those aspects of the relationship that enhance career advancement (Kram, 1985, p. 23). The psychosocial functions are those aspects that enhance the person's sense of competence, identity, and effectiveness in his/her professional role (p. 23). The mentoring relationship is directly enhanced, with a number of aspects from the career and psychosocial functions evident in the relationship. The career functions identified as important to advancing the mentoring relationship are (a) sponsorship, (b) exposure and visibility, (c) coaching, (d) protection, and

(e) challenging work assignments. The psychosocial functions identified by Kram (1988) are (a) role modeling, (b) acceptance and confirmation, (c) counseling, and (d) friendship.

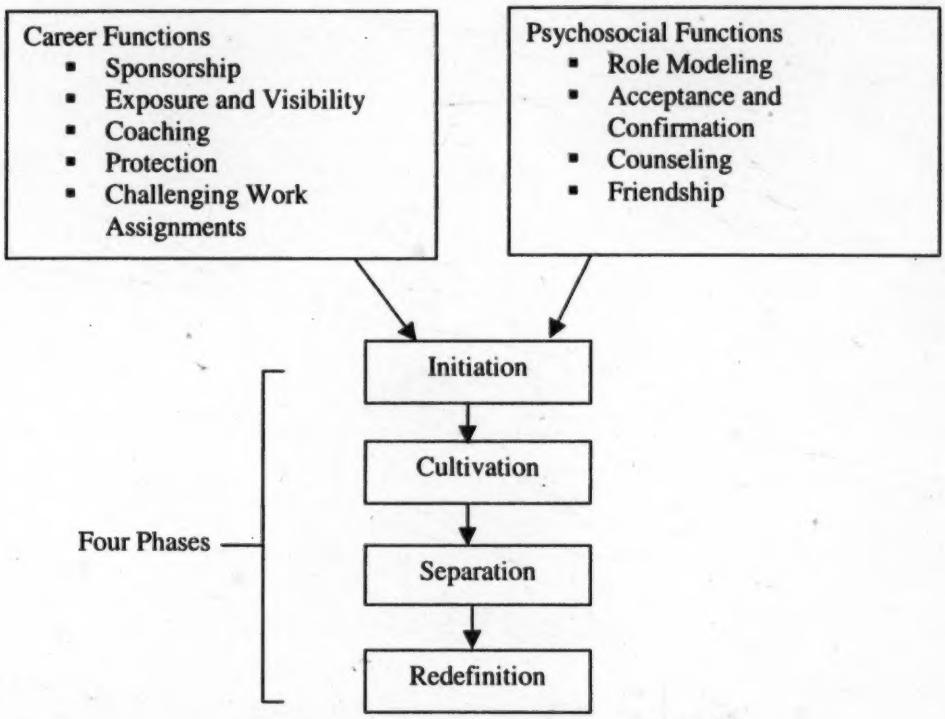


Figure 2.1. Adaptation of Kram's (1985) model of mentoring relationships.

Further to these functions of the mentoring relationship, Kram (1988) identified four phases through which the relationship evolves: (a) initiation, (b) cultivation, (c) separation, and (d) redefinition (p. 3). The initiation phase is that period in which the mentor and mentoree are establishing a relationship. The cultivation phase is the period during which the mentor and mentoree develop a more meaningful relationship, given personal and professional similarities. In the third phase, separation, the mentoree exercises more autonomy and independence from the mentor as the mentoree experiments with new opportunities. It is typical for each member to experience a sense

of loss during this phase, but it should be a time of excitement as the mentoree begins to feel more independent and competent on his/her own, and the mentor should experience a sense of pride and accomplishment in the mentoree's apparent success. In the final phase of Kram's model, redefinition, the mentor and mentoree maintain a relationship, but a redefined one that is typically realized as a friendship, with mutual respect for each other as colleagues.

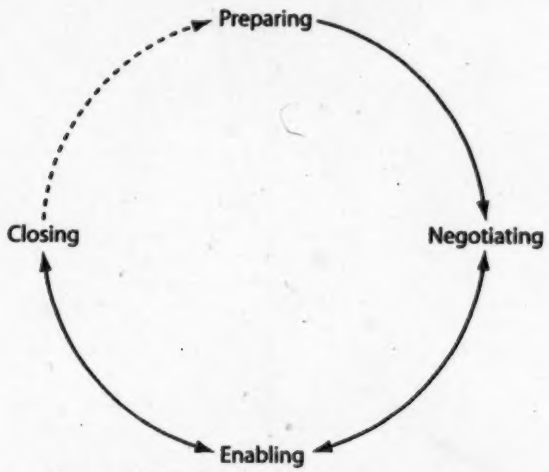


Figure 2.2. The phase cycle (Zachary, 2000, p. 61).

Zachary (2000) described four phases of a mentoring relationship represented in a cycle formation that are unbounded by time but rooted in the behaviors needed to progress through each phase. The key foundation that supports Zachary's model is the emphasis on systematic reflection in combination with readiness, opportunity, and support (p. 49). The four phases in the mentor relationship cycle are (a) preparing, (b) negotiating, (c) enabling, and (d) closing. Zachary maintained that every mentoring relationship, formal or informal, takes on these phases; and being mindful of the phases can have a significant positive impact on the relationship (p. 50).

During the *preparation phase*, the mentor and mentoree prepare individually and in partnership. The mentor assesses his/her readiness and ability to be a mentor (Zachary, 2000, p. 50). Together, the mentor and mentoree determine the expectations and roles

required for each in the relationship, which establishes a reference point and parameters for the relationship. The mentor "evaluates the viability of the prospective mentor-mentoree relationship during a discussion with the mentee" (p. 50).

The next phase of Zachary's (2000) model is the *negotiating phase*, which is the time when "mentoring partners come to agreement on learning goals and define the content and process of the relationship" (p. 50). During the *negotiating phase*, the mentor and mentoree "create a shared understanding about assumptions, expectations, goals, and needs which involves a discussion of topics such as confidentiality, boundaries, and limits" (p. 51). Zachary explained that these are some of the topics that people may leave out of their discussions due to the sensitivity of the topics, but she believed that it is critical for development of trust and a solid foundation for the relationship (p. 51). The *negotiating phase* may also be referred to as the *detail phase*, because this is the time when "details of when and how to meet, responsibilities, criteria for success, accountability, and bringing the relationship to closure are mutually articulated" (p. 51).

The third phase, *enabling*, is the "implementation phase of the learning relationship when most of the contact between the mentoring partners occurs" (Zachary, 2000, p. 52). Zachary explained that this time "offers the greatest opportunity for nurturing learning and development, but it is also a time when the mentoring partners are most vulnerable to a myriad of obstacles that could derail the relationship" (p. 52). Effective communication is cited as the key to enabling the relationship to grow and develop (p. 52). During the *enabling phase*, the mentor should nurture the mentoree by "establishing and maintaining an open and affirming learning climate, providing thoughtful, timely, candid, and constructive feedback" (p. 52). Together, the mentor and mentoree critically reflect on the progress and process of learning to be certain that the learning goals are being achieved (p. 52).

The final phase, *coming to closure*, is an evolutionary process that has three components. The phase begins when closure protocols are established during the creation of the mentoring agreement. Anticipating and addressing obstacles along the way is the middle development in preparation for closure, and the end component is to ensure that positive learning has occurred, regardless of the circumstances (Zachary, 2000, p. 52). "Closure involves evaluating, acknowledging, and celebrating achievement of learning

outcomes" (p. 52). Closure can be a time for both mentor and mentoree to assess personal learning and apply the learning to other relationships and situations (p. 52).

Overall, Zachary (2000) emphasized reflection on learning as an integral component of the mentoring relationship (p. 53). Zachary clarified that "reflection during the mentoring process enables the participants to slow down, rest, and observe the journey and process of self-knowledge" (p. 53). Through reflection, the mentor is better able to assist the mentoree in integrating learning and to frame the mechanisms to derive meaning from experience (p. 53).

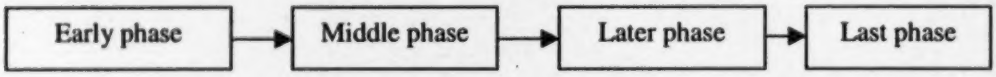


Figure 2.3. Adaptation of Cohen's (1995) model.

Cohen (1995) presented a mentoring relationship framework as a transactional process of learning, highlighting the interpersonal interaction between a mentor and an adult learner as characterized by collaborative participation in the educational experience and mutual reflection about the process and results of learning (p. 16). The fundamental principle of Cohen's mentoring framework is that the "mentee assumptions are examined, relevant changes and attainable goals are identified and appropriate actions are encouraged to promote individual growth" (p. 17). This theoretical grounding parallels Galbraith and Zelenak's (1991; as cited in Cohen, 1995) framework in that the "learners (mentees) are viewed as partners (with mentors) in the educational encounter who assume responsibility for their own learning and behavior" (p. 17).

Cohen's (1995) framework of mentor functions is "viewed within distinct phases as a means to explain the general developmental process of the mentor-mentoree interaction" (p. 15). It is a flexible process, not a rigid one. The first phase is simply referred to as the *early phase*, which is when the mentor "emphasizes relationship behaviors with the mentee to establish the foundation of trust required for personal understanding, nonjudgmental acceptance, meaningful dialogue and relevant self-disclosure" (p. 16).

The second phase, the *middle phase*, is when "the mentor emphasizes information accumulation and exchange component to ensure factual understanding of each mentee's unique concerns and goals" (Cohen, 1995, p. 16). During the third phase, the *later phase*, the mentor explores "the mentee's interests, beliefs and reasons for decisions through *facilitative* interaction, and also very carefully and selectively engages in the *confrontive* dimension to elicit an appraisal by mentees of their own self-limiting strategies and behaviors" (p. 16). In the *last phase* of Cohen's mentoring relationship model, "the mentor actively functions as a mentor model who directly motivates mentees to critically reflect on their goals, to pursue challenges, and to be faithful to their own mentee vision" (p. 16).

In summary, the three frameworks for planned mentoring relationships describe an evolving journey that progresses through stages and can be simplistically described as (a) getting to know each other; (b) reaching an understanding of each other and the respective roles in the relationship; (c) developing boundaries and guidelines for the relationship; (d) experiencing, experimenting, and learning together, (e) encouraging the mentoree to explore independently of the mentor; (f) reuniting to reflect the experience with the mentor; and finally (g) letting go. Kram's (1988), Zachary's (2000), and Cohen's (1995) frameworks propose educational training sessions that emphasize the seven stages as integral to the optimal outcome for persons involved in a mentoring relationship.

However, in contrast to these planned frameworks of mentoring relationships, Erik Erikson (as cited in Luna & Cullen, 1995), a developmental psychologist, recognized that achieving generativity in middle adulthood develops through caring for others and guiding future generations. Guiding future generations may typically include being a mentor. Erikson believed that this would be a naturally developing characteristic for many adults in middle adulthood. The key characteristic of this adult period is a "mature drive to generate altruistic and creative acts and nurture one's progeny through caring" (p. 17).

Daniel Levinson (as cited in Luna & Cullen, 1995) is well known for his study of the stages of adult development. Levinson saw the mentoring relationship as the process of

> mentoring a young adult in the occupational and social world by fostering the "Dream," proceeding through to an inevitable parting of the mentor and mentee. The mentoring characteristics for the mentor are identified as having teaching skills and knowledge, sponsoring entry and advancement in an organization, and guiding (the mentee) through complex occupational and social pathways. (p. 17)

As the data were collected and analyzed, I remained mindful of the descriptions and discussions of both planned and unplanned mentoring relationships.

CHAPTER 3
MAPPING THE DIRECTION: RESEARCH DESIGN AND METHOD

. . . I chose an unfamiliar path.

Unfamiliar from experience,

but familiar through knowledge.

. . . My unfamiliar path, echoing,

"you talk"

"you talk"

"I'm listening"

"I'm listening"

"I talk"

"We talk"

By: Sharon

Choosing Qualitative Inquiry

A basic premise underlying qualitative research is to "better understand human behavior and experience" (Bogdan & Biklen, 1998, p. 38). Qualitative researchers "seek to grasp the processes by which people construct meaning and describe what those meanings are" (p. 38). This qualitative inquiry sought to understand the mentoring experience between senior and junior faculty members in the context of the academic environment in a postsecondary institution. The primary focus of this study was to document meanings from the experiences of mentors and mentorees involved in mentoring relationships.

Qualitative interviews were chosen as the data collection method. Kvale (1996) described the qualitative interview as a research process that is a guided conversation between the researcher and the interviewee. The two people in the guided conversation develop meaning together. Moreover, Kvale (1996) proposed that "an interview is literally an *inter view,* an inter change of views between two persons conversing about a theme of mutual interest" (p. 2). Furthermore, the interview participants are viewed as "meaning makers, not passive conduits for retrieving information from an existing vessel on answers" (Holstein & Gubrium, 1995; as cited in Warren, 2002, p. 83).

The participants in this study were senior faculty members as mentors and new/junior faculty members as mentorees who were or had been involved in a mentoring relationship at a major Canadian research university. This study contributes to knowledge of the mentoring-relationship experience from both participants' perspectives. I have provided increased description of the experience of both participants in the relationship in the context of the academic environment.

Inviting the Participants

To begin the study, a letter of information was distributed to 90 of the newly appointed junior faculty (see Appendix B) from the academic years 1998-2000 who were hired at the level of assistant professor. Responses were received from nine junior faculty members. Three were considered unsuitable for the study because their mentoring relationship experience consisted of only one meeting with the mentor. Consequently, the

remaining six respondents formed the mentoree sample. I decided to interview each respondent who met the research criteria because there were only six in total.

The six mentorees included five females and one male and were from various disciplines that included education, engineering, arts, and science. Additionally, three were from formal mentoring relationships and the other three were from informal relationships. Because I wanted participants with some diversity in their characteristics, I scheduled all six mentorees for an interview, believing that I might hear different meanings from their mentoring relationship experience given the differences in gender, their academic disciplines, and the type of relationship.

The mentors were purposively chosen (Patton, 1990, p. 169) from a known collection of mentors in a planned mentor program. A letter was also distributed to the 89 senior faculty members who had participated as mentors in the planned mentor program (see Appendices A and C).

Responses were received from 20 mentors. Twelve senior academics who were mentors were selected from the 20 respondents and scheduled for interviews. Four mentors were excluded from this study because their involvement in a mentoring experience lasted less than two months and had occurred more than three years ago. Two other mentors were not included due to their busy schedules during the fall semester when the interviews were being completed. They agreed to participate in the winter, but it was deemed unnecessary. The last two mentors were difficult to schedule for an interview, and after assessing that I had exhausted data collection, I no longer pursued scheduling them for an interview.

Using maximum variation sampling, 12 mentor respondents were considered for interview selection based on gender, age, years of academic experience, length of mentoring relationship, and academic discipline. The strategy of maximum variation sampling for small samples is helpful when the researcher wants to gain information that may illuminate programmatic variation (Patton, 1990, p. 172). Subsequently, because I wanted to understand meanings of mentoring relationships between senior and junior academics, I chose mentor respondents who were from as many different academic disciplines as was possible from the list of respondents. Additionally, I wanted to gather the mentoring relationship experience from both genders and from diverse ages, and

mentors were chosen for inclusion based on these two factors. Finally, I considered the length of their mentoring-relationship experience and decided to interview all respondents regardless of the length of experience, because I decided that I wanted to hear their stories from long or brief relationships. The number of years of academic experience was not a consideration because they all had been academics for 10 or more years (predefined research criteria), and a decision for exclusion was not needed.

Gathering Meaning Through Interviewing

Data was collected through semistructured, individual interviews arranged at the participant's offices. Kvale (1996) described the research interview as an "interview whose purpose is to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomenon" (p. 5).

I obtained the emic perspective through personal, semistructured interviews with the individual participants. The interview, used as a qualitative research method, is known to be a "uniquely sensitive and powerful method for capturing the experiences and lived meanings of the subjects' everyday world" (Kvale, 1996, p. 70). Additionally, Kvale explained that the interview is a "specific form of human interaction in which knowledge evolves through dialogue" (p. 125).

The data collected during the interviews were intended to provide an understanding of the mentor and mentoree's experiences as participants in a mentoring relationship. With participants' consent, the interviews were audiorecorded and transcribed. Barone and Switzer (1995) emphasized that the technique of research interviewing "seeks to learn about human beings by asking them about themselves" and that "qualitative research interviews seek to probe deeply into individual experiences by interviewing a few persons at great depth, to learn about the others' experiences in their own words for the purpose of descriptive understanding" (p. 171).

Most of the interview questions were open-ended, allowing the participant "maximum freedom of response" (Barone & Switzer, 1995, p. 177). These researchers contended, "Open-ended questions invite descriptive responses, allowing participants to tell their stories in their own words" (p. 177). Moreover, Bogdan and Biklen (1998) stated, "Even when an interview guide is employed, qualitative interviews offer the

interviewer considerable latitude to pursue a range of topics and offer the subject a chance to shape the content of the interview" (p. 94). It is important to allow participants to tell their stories informally in order to uncover meaning through detailing of their experience in a mentoring relationship.

Barone and Switzer (1995) explained that when approaching interviewees with open-ended questions, the qualitative researcher can expect the unexpected in the form of new discoveries (p. 179). Furthermore, Bogdan and Biklen (1998) advised, "The researcher must always be prepared to let go of the plan and jump on the opportunities the interview situation presents" (p. 97). The interviewer must be flexible to the interview situation as it unfolds. Similarly, Kvale (1996) described the semistructured interview as having a sequence of themes to be covered with suggested questions, but allowing the openness for changes in order to follow up the answers given and stories told by the participants (p. 124).

"Good interviews produce rich data filled with words that reveal the respondents' perspectives" (Bogdan & Biklen, 1998, p. 96). For the researcher to gain maximum insight from the participant's interview, Bogdan and Biklen recommended that

> the participant being interviewed should be treated as the expert, . . . [which] establishes the subject as the one who knows and the researcher as the one who has come to learn. It tells the interviewee that his or her ideas and opinions are respected. It is not enough for them to tell their stories but instead to encourage them to share their own ideas and observations. (p. 98)

Moreover, Bogdan and Biklen (1998) emphasized that "being empathetic by expressing appropriate feelings when interviewees express the ups and downs of their lives, good eye contact and showing the participants that you take them seriously all contribute to getting the participant to open up" (p. 97). In addition, "good interviewing requires deep listening and good listening usually stimulates good talking" (p. 97). Additionally, the "skilled interviewer must also be a skilled observer," being sensitive to the interviewees' nonverbal messages, to the effect of the interview setting, and to the "nuances of the interviewer—interviewee interaction and relationship" (Patton, 1990, p. 32).

Spradley (1979; as cited in Kvale, 1996) advocated an open phenomenological approach to learning from the interviewee/participant with the following introduction:

> I want to understand the world from your point of view. I want to know what you know in the way you know it. I want to understand the meaning of your experience, to walk in your shoes, to feel things as you feel them, to explain things as you explain them. Will you become my teacher and help me understand? (p. 125)

This passage reminded me, as the researcher and interviewer, of my purpose, of what I wanted to achieve in my research. I wanted to understand meanings of the mentoring relationship from the perspectives of the junior and senior faculty members. I wanted to achieve closeness with the participants in an attempt to *know and understand* their experience.

The interview was scheduled at the participant's office and generally lasted approximately 60 minutes, but was flexible according to the mentor/mentoree's stories and schedule. The interview guide that was used to collect the mentor/mentoree's stories consisted of questions in the following areas: career information, history of mentoring relationships, details of roles played as a mentor/ mentoree, gender or culturally related issues, and experiences related to ending the relationship. The interview guides are included in Appendices E and F and include the following :

- How did you become involved as a mentor/mentoree?
- Did you volunteer or were you invited? If invited, who invited you?
- Describe the other person in the mentoring relationship in relation to age, ethnicity, gender, and academic discipline.
- What, if anything, did you do to prepare for your role as a mentor/mentoree?
- If any, explain the training or education you participated in to learn about mentoring.
- Describe one of your meetings with the mentoree. What types of things did you do together?
- Describe your role as a mentor/mentoree.
- How long did the relationship last?
- Tell me about any difficulties encountered during your mentoring relationship.
- Would you change anything in the relationship? Explain.
- Have you been involved in any other mentor relationships? If yes, how many, and please describe them.

- If the relationship has ended, describe "ending" the relationship.
- If the relationship is ongoing, how do you perceive ending the relationship?
- Would you be a mentor again? Why or why not?
- What do you feel you have gained from the relationship?
- If there are any areas or issues I haven't asked about, please feel free to share them with me now.

The interview, as a process of self-disclosure, has the capability for creating varying degrees of emotion, depending on the participant's experience. At the end of each interview, the participants were asked to comment on how they felt about the discussion. If any emotions had emerged during the self-reflection process, I would have continued discussion until they were as resolved as possible. This discussion was not necessary because there were no participants who required consoling for emotional reasons based on their participation in our interview discussion.

As the interviewer, I was reminded of my role and the possible effect my physical presence may have on the interview situation. However, I did not position myself as static, but I believe that I maintained a manner that was thoughtful, attentive, curious, empathetic, and considerate. Furthermore, I wanted to gain the participant's perspective as fully as possible, and I consciously encouraged him/her to talk as much as possible, interjecting only when necessary. The participants were very talkative and seemed very enthusiastic to describe their experiences. Consequently, many of the participants revealed mentoring-relationship experiences from more than one mentoring experience, which added to the depth of data.

After each interview, I assessed whether there was a need for a second interview. I decided that a second interview was not required for any of the participants. I attributed this to the participant's immediate willingness to share his/her experience with me. I believe that the nature of "who" they were as mentors made them sharing individuals, and they were very enthusiastic to "get into" the discussion. However, there were three interviews that took approximately 15 to 20 minutes to really get into the discussion, but each of these participants later proceeded to reveal very personal stories of their experience. Consequently, I interpreted this personal disclosure as establishing trust between us and extended the interview to 70 to 75 minutes in order to maintain the flow

of discussion at the trusting level that had been established. Again, I did not feel a need to schedule a second interview.

Furthermore, the nature of the discussion did not generate particularly strong emotions or reactions as other more sensitive or emotional research topics could have. Consequently, the participants were readily at ease and appeared comfortable and relaxed as they shared their mentoring relationship experience. Basically, most participants seemed thrilled to have an opportunity to discuss their experience. Sometimes, I wondered whether this was due in part to the volunteer nature of mentoring and receiving little recognition for their involvement, and the interview provided an opportunity for them to share this experience with another person.

Recognizing my role and place in the interview, I was aware of influences I could have had and believe, through awareness, that I was as noninfluential as is possible or desired. It cannot be ignored that my presence may have affected the interview process; however, as Fontana and Frey (as cited in Denzin & Lincoln, 1998) observed, "We can no longer remain objective, faceless interviewers, but become human beings and must disclose ourselves, learning about ourselves as we try to learn about the other" (p. 73).

To preserve the participants' personal descriptions of their experiences, the interviews were audiorecorded with their consent. Barone and Switzer (1995) have found that "audio-taping is the least distracting method of preserving interviewee responses" and stated , "Taping allows close textual analysis after the interview is completed" (p. 178). Additionally, these authors contended, "The ability to use verbatim quotations in reporting research serves to capture the unique voice of the interviewee" (p. 178).

Analyzing and Interpreting the Data

Many believe that there are two stages of data analysis in qualitative research (Bogdan & Biklen, 1998; Denzin & Lincoln, 1998; Morse & Field, 1995; Patton, 1990). The common understanding is that data analysis occurs while the data are being collected and after data collection is complete. Merriam (1998) explained, "Simultaneous analysis and data collection allows the researcher to direct the data collection phase more productively, as well as develop a data base that is both relevant and parsimonious" (p. 145).

Bogdan and Biklen (1998) described data analysis as "the process of systematically searching and arranging the interview transcripts, field-notes and other materials to increase your understanding of them and to enable you to present your findings to others" (p. 157). Furthermore, analysis requires working with the data, organizing it into manageable units, and searching for patterns while synthesizing it (p. 157). However, Patton (1990) cautioned the researcher to be mindful during the overlapping of the data collection and analysis processes that initial interpretations do not distort additional data collection (p. 378).

Step 1: Data Analysis *During* Data Collection

In keeping with the above suggestion, analysis commenced during the interviews. While conducting the interviews, I maintained a journal that recorded descriptive details of what I, the researcher, heard, observed, and experienced during the interview that would not be apparent from the typed transcript (Morse & Field, 1995, p. 112). The journal was written immediately following each interview.

Additionally, the journal writings included my immediate thoughts, questions, and perceptions based on the interview experience. These personal writings while in the field are meant to elicit critical thinking about what is seen and heard, recording initial feelings and thinking (Bogdan & Biklen, 1998, p. 161). Journal writings are typically more subjective in nature, describing emotions, personal reflections, mistakes, and successes (Mayan, 2001, p. 14). In addition to maintaining journal writings immediately following the interviews, I continued to write in the journal at any time during the research process as I processed the experience of collecting and interpreting qualitative data.

Similarly, Kvale (1996) suggested that it is beneficial for the researcher/ interviewer to take time immediately following the interview to reflect and record the immediate learning and interpersonal interactions (p. 129). He emphasized that these immediate impressions and perceptions based on the interviewee's body language, voice intonation, and general interaction will provide a "richer access to the subjects' meanings than the transcribed texts will later" (p. 129).

Furthermore, while in the field conducting the interviews, it is important to continue asking the question, "What is it that I do not yet know?" (Bogdan & Biklen,

1998, p. 161). I continued to ask this question. After the first interview it was apparent that I needed, again, to assess how I was asking the questions. I reassessed the questions by reading through the interview transcript, and as I read, I questioned where I might have asked a different question. From here, I rearranged the sequencing of the questions. However, I found that by the third or fourth interview, I rarely referred to the outline of questions, but rather the conversation flowed similar to other conversations. I believe that this occurred because I was now more familiar and comfortable with the questions. Moreover, I knew what I wanted to ask and was able to get the interview started and then relax, allowing the conversation to unfold. As the participants talked, I could listen more attentively, asking questions as needed. However, at the end of the interview, I referred to the list of questions to make certain I had asked everything I had intended.

Bogdan and Biklen (1998) also suggested summary writing after three or four interviews have been conducted, which may assist the researcher to see what is emerging in the data (p. 161). This interim summary writing provides a time for reflecting over a few cases, pondering issues that may have been raised, and pausing to relate back to the theoretical issues (p. 161). I completed an interim data-analysis summary after three interviews, which I believe helped to be more effective during further interviewing.

Step 2: Data Analysis *Following* Data Collection

The data included numerous descriptive accounts from the mentors and mentorees pertaining to the activities in which they participated with the other person in their mentoring relationship. However, given the volume of data collected from the 18 interviews, a constructural analysis of the data was completed rather than a description of narrative accounts. In retrospection, it became clear that gathering data from 18 interviews was an ambitious undertaking; and, consequently, the data reporting and analyzing were limited to constructural analysis.

The interview guide served as a framework for cross-case analysis as the responses to the questions from each participant were considered. However, I was sensitive to the possibility that information pertaining to a certain topic may have been discussed outside of the specific question, and I recognized the need to carefully review all aspects of the transcript, not just the specific response to the question (Patton, 1990,

p. 376). Indeed, it was necessary to reread through the transcripts because the interviews did not follow a set question-answer flow so that a complete answer would be located immediately following the question as posed. Rather, there were numerous times during the interview when the conversation returned to previously discussed aspects of mentoring, and it was critical to read and reread the transcripts as I searched to extract meaning from their mentoring relationship experience.

Data analysis following data collection began with searching through the data for regularities and patterns, as well as general topics that the data highlighted. After reading and rereading the interview transcripts and journal entries, I developed coding categories, which are presented in Appendix G. Themes from the text were highlighted with different-colored felt markers in relation to their representative theme. Morse and Field (1995) described coding as the process of identifying persistent words, phrases, themes, or concepts within the data so that the underlying patterns can be identified and analyzed (p. 132). Once coding was structured into the 20 themes, the data were categorized into four broad categories identified as (a) mentoring environment; (b) initiating and preparing for mentoring relationships; (c) developing, expanding, and ending mentoring relationships; and (d) reflecting on mentoring relationships.

Categorization required that I reread the data, highlighting sections and grouping themes into categories. When there were segments in a theme that fit into more than one category, I placed the segment in both categories and cross-referenced the segment in both categories. After initial categorization, I read through the summaries and created subcategories as they emerged. Many researchers have suggested that at this point it is helpful to diagrammatically represent the data categorizations (Bogdan & Biklen, 1998; Miles & Huberman, 1994; Patton, 1990). A tree diagram, concept map, or other visual representation can provide a different perspective through which to view the data representation (Patton, 1990, p. 414). At this point, I drew a concept map of the progression of the informal and formal mentoring relationships, which helped to illustrate the process of the mentoring relationships and how they were similar or different.

When I was satisfied that the data were categorized, summaries for each category and subcategory were written and assessed for internal homogeneity and external heterogeneity (Patton, 1990, p. 403). Internal homogeneity concerns "the extent to which

the data that belong in a certain category hold together or "dovetail" in a meaningful way" (p. 403). External heterogeneity "concerns the extent to which differences among categories are bold and clear" (p. 403).

The next phase of data analysis involved returning to the "big-picture level" of the data and I asked the following questions: (a) How are the categories related? (b) What main patterns keep recurring in the data? and (c) What conclusions can be drawn? (Mayan, 2001, p. 24). The intention was to "move to a higher level of analysis by discovering relationships among the categories, to find common threads or themes in the data" (p. 24). In the interpretation of the data, the analysis moved from the descriptive and organizational to the interpretive, as I looked for consequences and relationships (Patton, 1990, p. 422):

> Interpretation means attaching significance to what was found, offering explanations, drawing conclusions, extrapolating lessons, making inferences, building linkages, attaching meanings, imposing order, and dealing with rival explanations, disconfirming cases, and data irregularities as part of testing the viability of an interpretation. (p. 423)

The common themes that were identified from the data were written into a report that describes informal and formal mentoring relationships. Specific quotations were cited from participants' interviews, but they were reported in such a way that made it impossible to identify the participant.

Maintaining Rigor: Establishing Trustworthiness

Personal interviews create a challenge for the researcher for ensuring trustworthiness. There is the risk that participants will share what they deem desirable rather than what is accurate. The problem is further compounded when participants are asked to recall past experiences. To address these issues, an interview guide was used that assisted the consistency of data collection, and explicit attention was given to the criteria for trustworthiness as outlined by Lincoln and Guba (1985).

Lincoln and Guba (1985) described four general criteria of trustworthiness for assessment of rigor in qualitative research: (a) credibility, (b) transferability, (c) dependability, and (d) confirmability. Additionally, I maintained a reflective journal throughout the research study. The journal included detail of the context of the interview

setting. The reflective journal provided a variety of information about the researcher as self, the "research instrument," and the trail of methodological decision making. Lincoln and Guba explained that the researcher's reflective journal writing provides a broad-ranging application for enhancing trustworthiness superimposed over the four criteria as mentioned (p. 327).

Credibility

Sandelowski (1986) explained that a "qualitative study may be deemed 'credible' when it presents such faithful descriptions or interpretations of a human experience that the people having that experience would immediately recognize it from those descriptions or interpretations as their own" (p. 30). Do the findings match the reality of the life world of the participants? Reality in this study was the portrayal of participants' involvement in mentoring relationships and their interpretations of them. The perspectives of the participants represented the reality of the situation.

Credibility was achieved by having the participants review and clarify the content summaries. This is also referred to as "member checks" (Bogdan & Biklen, 1998; Lincoln & Guba, 2000; Patton, 1990). Following transcription of the interviews, the participants received a summarized copy of the transcription and were able to add, delete, or change the content as deemed necessary. Minor changes were indicated on four of the summary reports. Three participants phoned me, two with minor clarifications to the summary report, and another asked to meet again to further discuss a particular incident in relation to her mentoring experience.

Transferability

Transferability is the "criterion used to determine whether the findings can be applied in other contexts, settings, or with other groups" (Morse & Field, 1995, p. 143). Lincoln and Guba (1985) contended that the researcher cannot possibly know the situational context to which transferability might be desired by another researcher (p. 298). Therefore, the best the researcher can do to meet the criterion of transferability is to provide readers with sufficient descriptive data for them to make similar assessments possible (p. 298).

Transferability or generalizability focuses on the determination of whether the study's findings have applicability in other contexts or with other subjects. Mentoring relationships in postsecondary institutions have been described in the literature, and the researcher was able to consider the findings against previously documented theories of mentoring relationships. Further readers will be able to assess my findings as documented in the dissertation against other publicized findings of mentoring relationships in academia.

Dependability

Dependability is the third criterion used to evaluate trustworthiness, which places the emphasis on whether the results would be consistent if another researcher attempted to replicate the study with the same participants or in a similar context. Most qualitative researchers discount this criterion and consider it inappropriate for qualitative research because the uniqueness of the human condition is celebrated in qualitative research and variation is expected. However, consistency could be considered from the viewpoint of the researcher's making decisions explicit so that if someone attempted replication, adequate details would be available to guide a parallel study. This is as close as one could come to meeting consistency.

Dependability was enhanced in this study by having the participants verify the accuracy of the written summaries of their experiences. The participants were given typed summaries of the originally recorded transcripts from the interviews and asked to provide verification of the contents. The participants were reminded to verify their direct quotations, as included in the summary, for possible inclusion in the final dissertation. I wanted to reaffirm their understanding of the research process and possible utilization of their direct quotes in the final report. Five of the 18 participants added information and/or made changes.

Additionally, my research advisor provided verification of the process that was used to create the summary report for each transcribed interview. She was given the full interview transcript, the theme guide, and the reproduced summary of the transcript. She verified the accuracy of what I was interpreting and subsequently placing within

particular themes. Lastly, I maintained continual communication with my research advisor sharing my experiences during the interview process.

Confirmability

Confirmability is the fourth criterion for establishing trustworthiness and describes the process that the qualitative researcher maintains to establish that the findings are, in fact, representative of the participants and the phenomenon studied (Morse & Field, 1995, p. 144). The researcher must make the research reporting explicit for the reader to be able to answer the question, "Are the data confirmable?"

The creation of an "audit trail" has become a common technique as the qualitative researcher seeks to achieve confirmability in his/her studies (Lincoln & Guba, 2000; Miles & Huberman, 1994; Morse & Field, 1995). Verbatim transcriptions, field notes, summaries, and the researcher's journal provide evidence from the original data source through data analysis to final reporting. These have all been maintained in a complete file. Morse and Field (1995) emphasized the importance for the researcher to develop an audit trail that "clearly documents the researcher's decisions, choices, and insights" (p. 144) throughout collecting, analyzing, and reporting the research. I have maintained and recorded these decision-making processes with a "paper" copy.

Ensuring the Ethics

Conducting research that involves the inquiry of human beings requires strict adherence to particular ethical guidelines. Specifically, the three common ethical principles guiding research with human beings are: "(1) informed consent, (2) right to privacy, and (3) protection from harm" (Fontana & Frey; as cited in Denzin & Lincoln, 1998, p. 70). Additionally, research conducted in Alberta must adhere to the guidelines set out by the Freedom of Information and Protection of Privacy Act (FOIPP).

Informed Consent

Participants in the interviews were informed about the study and the purpose of the research through a letter of information and invitation to participate and the informed consent (see Appendices B, C, and D). Participants were informed of their right to refuse to respond to any question or to withdraw from the study at any time without

consequence, which would involve removal of their data from the study. A letter of informed consent was presented to the participants prior to commencement of the interview, and their signature was secured as their consent to participate (see Appendix D).

The consent form explained that the interviews would be audiorecorded and that the participant could request at any time to cease audiorecording, delete parts of the tape, or temporarily speak "off the record." Consequently, one participant requested that there not be any direct quoting used from her interview transcription. She agreed that I could summarize her thoughts but without direct quotations. Furthermore, three other participants revealed highly confidential experiences and asked that this information be excluded from any research reports. All of the participants' directives have been respected.

Furthermore, the data and the summaries will be retained in a secure place for a five-year period following the study. After this designated time period, all data will be shredded.

Right to Privacy

Comments, responses, and the participants' identity and department were confidentially maintained. Fictitious names were used to ensure anonymity. Only my research advisor and I have access to the audiotapes, written transcripts, and summary reports.

To assess the maintaining of anonymity, my research advisor reviewed two of the interview summaries to determine whether she was able to identify the participants. I purposely chose two summaries from participants who knew my research advisor very well. She was not able to identify them, which showed that the summaries maintained the participants' anonymity and upheld confidentiality.

Ethics Review Committee

The Faculty of Education Research Ethics Review Committee approved this research prior to commencement of the study.

Protection From Harm

Lastly, let it be stated that I was mindfully sensitive to the importance of my moral obligation that the participants not be harmed in any way due to their participation in the study. As expressed by Fontana and Frey (1994), "The field-workers need to exercise common sense and moral responsibility, . . . to our subjects first, to the study next, and to ourselves last" (p. 373).

CHAPTER 4
PRESENTING THE JOURNEY: FINDINGS

. . . The travelers told of their experiences,

re-tracing steps from their walkways.

As the traveler re-presented the steps, I followed.

Adding my experience, quietly; allowing them to lead,

wanting their experiences to illuminate the way.

I collected their words, their descriptions, and their expressions.

Picking them up, gathering them together, and

merging their pathways from their emerging experiences.

By: Sharon

Introducing the Findings

This study explored meanings of the mentoring relationship between junior and senior faculty members in a higher-education institution. That is, junior and senior faculty persons described their experience of participating in mentoring relationships. I listened to how 12 mentors and 6 mentorees experienced a mentoring-relationship.

The individual interview transcripts from the mentor and mentoree interviews were summarized and compiled into one data set. Themes were highlighted from the summaries, and the themes were organized into four categories, which are presented in Appendix G. The categories were designated as (a) mentoring environment; (b) initiating and preparing for mentoring relationships; (c) developing, expanding, and ending the mentoring relationships; and (d) reflecting on mentoring relationships.

In the immediate section, the participant travelers are introduced and summarized in Table 4.1. Following the introduction of the participants, the four categories as listed above are detailed. The first category, mentoring environment, describes how the participants viewed the institutional and departmental atmosphere and how it impacted or influenced the initiation of mentoring relationships. The second category, initiating and preparing for mentoring relationships, describes how mentoring relationships were initiated between the senior and junior academics and any subsequent preparation prior to becoming further acquainted. The third section, expanding, developing, and ending mentoring relationships, presents the description of activities that were shared between the mentor and mentoree and how the relationship developed and expanded. From developing and expanding mentoring relationships, the description moves to ending or redefining the relationship with a description of the duration of the relationships. The final section concludes with reflections of their mentoring experiences from the participant travelers.

Table 4.1

Traveling Participants

Participant: male/female	Discipline	Mentor (MR)	Mentoree (ME)	Formal/informal	Gender of "other" participant	
Iris (F)	Education		*	Formal	Female	
Marc (M)	Arts		*	Formal	Male	
Sarah (F)	Education		*	Formal	Female	
Fern (F)	Education	*		Formal	Female	
Karen (F)	Education	*		Formal	Female	***
Kathryn (F)	Education	*		Formal	Female	
Alyson (F)	Arts	*		Formal	Female	***
Erin (F)	Health sciences	*		Formal	Female	***
Jaime (F)	Education	*		Formal	Male	***
Mandy (F)	Education	*		Formal	Female	***
Marni (F)	Arts	*		Formal	Female	***
Holly (F)	Education		*	Informal	Female	
Pam (F)	Science		*	Informal	Male	***
Leslie (F)	Engineering		*	Informal	Male	
Charles (M)	Health sciences	*		Informal	Female	***
Paul (M)	Engineering	*		Informal	Male	***
Robyn (F)	Arts	*		Informal	Female	***
Richard (M)	Engineering	*		Informal	Male	***

The discipline of education included participants from both the Faculty of Education and the Faculty of Physical Education and Recreation.

* The abbreviations of (MR) for mentor and (ME) for mentoree will appear in various locations throughout the document to maintain the reader's orientation and connection of each participant and their role as either the mentor or mentoree.

*** Indicates that participants shared anecdotes about other mentoring relationship experiences.

Traveling Participants

The participant profiles are represented in Table 4.1. The profiling includes (a) the participant's academic discipline, (b) whether he/she was the mentor or mentoree, (c) whether the mentoring relationship was formal or informal, and (d) the gender of the other person in the relationship.

The combined total of participant travelers was a gendered mix that included 14 females and 4 males. The 14 females included 9 mentors and 5 mentorees. Moreover, of the 4 males, 3 provided the mentor perspective and 1 male provided a mentoree perspective of the mentoring relationship. The mentors had been exploring the academic terrain for at least 10 years and some for more than 30 years. The mentorees had been developing their terrain at the research institution for more than one year and less than three years. The participants came from a variety of academic disciplines including science, engineering, arts, education, and health sciences.

Ethnically and culturally, the participants were very similar; they were Caucasian and mostly educated in Canada or the United States. Three participants were born outside of North America and had some academic experience in countries other than Canada and the United States. All of these three participants have been in North America for more than 10 years.

There were numerous participants who discussed mentoring experiences from both informal and formal mentoring relationships, and their comments were included. In fact, 11 of the 18 participants shared information from having participated in both informal and formal mentoring relationships. However, the participants spoke dominantly about one specific mentoring relationship, categorized as formal or informal, which is where the majority of their story was recorded. For example, I listened to the experiences of 11 academics in formal mentoring relationships and from 7 academics in informal mentoring relationships, but I also heard the experience, to a lesser degree, from 11 academics who had experienced both types of mentoring relationships. These participants are identified with the three asterisks (***) in Table 4.1.

Last, when participants' quotations from the combined data set are included in the document, they are referenced with the page number from the data set. This will be abbreviated as TQ, indicating transcript quotation. For example, it will be presented as

TQ, p. 34. When the participant discussion is summarized and not directly quoted, it is referred to as a transcript note, or *TN*.

Mentoring Environment

Situational factors that impacted mentoring relationships, either positively or negatively, are (a) overall atmosphere within the higher education, research institution, (b) support or lack of departmental/institutional encouragement for mentoring, (c) cross-discipline/departmental mentoring, and (d) within discipline/departmental mentoring. The first factor discussed in the following section is the academic environment in which the mentoring relationships occurred between senior and new/junior academics. The institutional environment is presented from the broad or general perspective, moving to the next section and the more specific perspective pertaining to the environment within the department or discipline area. Following the descriptions of the institutional and departmental environments, the arrangements of the mentoring relationships are discussed. The sections are titled according to the mentoring relationship arrangement: Formal Mentoring Relationships; Informal Mentoring Relationships; Formally and Informally Developed Mentoring Relationships; Cross-Discipline/Departmental Mentoring Relationships; Within-Discipline/Departmental Mentoring Relationships; and Recognizing Potential in Both Cross- and Within-Discipline Mentoring Relationships.

General Atmosphere at the Research Institution: The Impact on Mentoring Relationships

It is interesting to consider how the atmosphere has changed at postsecondary institutions and how the changes have impacted academics in general. It is commonly known that Canadian universities must focus their attention on attracting the "best" students and the "best" faculty, and being the "best" research center, and all is to be achieved within financial restraints. I speak of Canadian institutions, because this is my research setting. There are many differences between the Canadian system of education, heavily supported with public funds, and the American educational system, with stronger private funding, which will not be addressed in this study.

As the university has increased the focus on the goals mentioned above, the "working" environment or atmosphere has changed for the academic person. Some of the participant travelers reflected on the changes at the research institution and on how the changes impacted participation in mentoring relationships. For example, Marni (MR) commented:

> *Years ago, perhaps before the mid 'eighties, the emphasis at university was a lot about teaching, but then there was a real crunch to turn this institution into a research institution and a consolidated effort began such that new hires had to be "real" researchers. So I think now there is a bit of a backlash where people are saying, hey, we [the university] are more than just research. Historically, you hear stories of many years ago where the "men," because they were the huge majority of faculty, describe many incidences of lots of social time together. They played basketball, golf, curling, etc., but then women came and minorities came, and I think they didn't know quite what to do with these people. Do we go off and have a drink with the women? Do we ask them to play basketball? It was a community then after hours, but that changed as the demographics of who was here changed. There was a like-minded group of men, but that changed and now they don't do those things [social activities] any more. (TQ, p. 54)*

Marni (MR) continued to discuss the historical situation and how hiring has changed:

> *It was the old boys hiring the good old boys, and there was a comfort zone, and now with the increased pressure on research productivity, there is more and more pressure to keep on pushing that some other things drop off. Some of those are the social things, and maybe that is where a lot of informal mentoring happened, so now, as we carve a niche for so many things, we need to carve a space for mentoring. This could be too much to ask of some people and why some do not consider being involved. We are pushed a lot in so many areas. (TQ, p. 58)*

Furthermore, Marni (MR) speculated:

> *It strikes me that the issue of mentoring is important to the issues of retention of faculty. Retention is an important issue right now as faculties rebuild with new hires and look to retain others. Mentoring becomes a factor in how we can support each other. Retention is about money, but I think also, and it is for me, that it matters to me that someone else cares about me, and mentoring can provide that. A sense of community matters to me, so mentoring relationships fit with issues surrounding retention. (TQ, p. 58)*

Similar to Marni (MR), Richard (MR) asserted:

> *In the old days, it was considered very privileged to have an academic position, and if you couldn't cope, you left and there were many other people waiting to fill the vacancy. This is not so today. Universities are suddenly realizing that they can't as easily attract people to academia, and perhaps it is not considered such a privileged position any more. Time will tell as the system evolves as to whether the university will begin to increase the focus on more aspects of faculty development as a means to attract faculty to vacant positions. (TQ, p. 11)*

Another factor affecting academics at the university is the increase in the demands placed on an academic's time. Part of this demand can be attributed to the increased competitiveness of the university as it strives to become the "best" institution, to attract the "best" students and academics. It is not unreasonable that academics find it difficult to mentor junior colleagues given the increased demand on their time. Richard (MR) concurred that there are more stress and higher demands in the university environment today than there were 20 or more years ago. He commented:

> *If you think back to even twenty years ago, people certainly seemed to have more time to sit and discuss particular issues. Today, everybody is so busy that you can barely get time to go for coffee any more, and certainly people do not have time to just talk about general issues. I think that is one of the dilemma's facing academia today. (TQ, p. 4)*

Department and/or Faculty Environment

Generally, the atmosphere in academia is often experienced as an individualistic working environment in which people function in solitude or in competition with each other. There was considerable discussion of departmental collaboration and interdisciplinary collaboration, but it was recognized that academics still function considerably in "isolation or competition." Richard (MR) has been at this institution for more than 15 years and felt that it was rare for academics to work together as a group. He explained:

> *The academic environment in general is very much a solitary and individualistic environment. Unfortunately, the climate has become very competitive in many faculties, and people are competing against one another and do not see progress as a team effort. The whole infrastructure is not for collegiality. This is a challenge as we move forward, and it will not be easy. (TQ, p. 40)*

Each mentor or mentoree included comments describing his/her professional work environment and perceived atmosphere in the department. The comments portrayed the importance of a supportive, collegial atmosphere in the development of effective mentoring relationships. Holly (ME) noted:

> *There is no obvious competition among us, which helps build the mentoring climate. A part of mentoring means sharing information that may be valuable to someone else also. Sharing would not be so common in a competitive environment. If one person succeeds, it benefits the whole department, so we work to help each other. I believe that I am ten times more productive in this position than if the environmental culture was competitive. When it is competitive, you spend so much energy hiding your work from everyone else, which is dumb when you could work together and make everyone's life easier.*
> *Supportive relationships are strongly encouraged in all areas of our department from faculty members to students and to the nonacademics. The philosophy coming from the department is what can* we *do to make ourselves more productive, better researchers, and better teachers. Emphasis is on the* we.*(TQ, pp. 12-13)*

Many other participants described effective mentoring relationships, while noting the prevailing existence of an implicit supportive philosophy about mentoring within their departments and/or faculties. The following commentary by various participants suggests that support from within the department is vital to the development and endurance of mentoring relationships. Comments were voiced as follows:

> *The department encourages faculty members to help each other and has organized informal sessions for senior colleagues to discuss teaching strategies, techniques, etc., with the junior colleagues. (Charles [MR], TQ, p. 9)*

> *Mentoring is a process that is strongly encouraged within my department. The chairperson encourages senior faculty to partner with a junior faculty person for the first year of the new hire's position. The chairperson looks for some common interests between the two people before suggesting they get together in a mentoring relationship, but basically uses a lot of "basic instinct" as well to make the connections between the new hire and the experienced colleague. I have a young child so am often asked to mentor new hires who have young children.(Marni [MR], TQ, p. 9)*

> *I had received mentoring when I was a junior faculty person, so as I became more experienced, I initiated mentoring junior colleagues. In our department, we arrange co-supervision of graduate students where a junior faculty person is a co-supervisor with a senior, more experienced colleague. This way, the junior*

> *colleague also receives mentoring in the research process, grant writing, publication, and the supervision of grad students in general. (Richard [MR], TQ, p. 10)*

> *In our department, I am the oldest and most experienced member of the department, and, consequently, many of the new hires come to me for advice and suggestions. I understand how overwhelmed the new hire can become as a new academic and want to do as much as possible to make their learning and adaptation as smooth as possible. (Alyson [MR], TQ, p. 43)*

> *The department chairperson went out of his way, and he really didn't have to, and that has made a difference for me. I'm really grateful for that. (Pam [ME], TQ, p. 12)*

> *Informal sessions are arranged for new hires where we can discuss our concerns and ask questions. The sessions help us new academics to network with each other since we come to know who each other are so we can meet for coffee and discuss our concerns and frustrations! It is good to have someone to talk to who perhaps is experiencing the same thing and who understands. (Sarah [ME], TQ, p.21)*

> *The department is small, and there is a very collegial and supportive atmosphere among us. All faculty members have an "open door," and many spontaneous discussions develop between us. We are a very homogeneous group in relation to our professional values and priorities. (Holly [ME], TQ, p. 9)*

Furthermore, Richard (MR) explained the noon-hour discussion program that was initiated by the department when many new academics were being hired. The program focused on providing discussion time for topics of common interest to the new academic. Informal mentoring relationships developed between the new academic and the senior, experienced faculty members who attended and led discussions for the noon hour sessions. Richard became a mentor for junior colleagues through this process. He declared:

> *They [faculty members] made a connection. This person was no longer a strange face in the hallway. Typically, many of them [new academics] approached the senior people and developed informal linkages [mentoring relationships]. (TQ, p. 10)*

Additionally, Fern (MR) attributed the effective mentoring experience to the supportive, homogeneous environment maintained in her department. The department

was small and seemed to facilitate a supportive, sharing, and collaborative atmosphere between the new and experienced academics. The sharing of similar professional values and priorities created a common base for the development, sustainability, and growth of their relationships (TN, p. 9).

Mandy (MR) has been a supportive colleague who has taken the time to offer assistance and guidance to new faculty members, recognizing that an extended and helping hand is often gratefully received. She has worked within the department to encourage the development of mentoring relationships. Junior academics, both within and outside of her department, have recognized her supportive nature and have requested mentoring from Mandy.

Moreover, Mandy (MR) relayed a story that demonstrated her commitment to the mentoring process. Mandy received mentoring during her years as a graduate student and as a new or junior academic. Additionally, she had many occasions when mentoring was not available, and she overcame numerous challenges on her own. She acknowledged the learning gained from overcoming the challenges. However, she believed that it is important to share her experience and knowledge with new and junior academics in order to help them avoid some of the same struggles. Mandy remarked:

> *The junior academics will have their own struggles regardless of having a mentor, but perhaps they don't have to find "all" the answers on their own. The mentoree can have freedom to independently learn and develop but is reassured knowing someone [a mentor] is close at hand if needed. (TQ, p. 54)*

Lastly, Pam (ME) offered two expressions in support of academic faculty collaborating and supporting each other in the workplace. The expressions were *"birds of a feather flock together"* and *"misery loves company." "Birds of a feather flock together"* depicts how Pam has made a concerted effort to ask new colleagues how they are doing and has offered tips from her perspective as a new academic. *"Misery loves company"* depicts the feeling of many new academics, besieged by demands and wanting someone to "download" with. A mentor can be the "bird" and the "company" who listens and guides the pressures experienced by the new academic (TQ, pp. 62-63).

In contrast to Pam's (ME) supportive philosophy for academic collegiality, Erin questioned the necessity of encouraging mentoring relationships, wondering why educated adults should not be able to manage independently. Erin saw mentoring as

handholding that should not be necessary with "highly educated" academics. Erin felt that "true" mentoring can only be naturally developed and did not see how mentoring could be arranged between people from different academic disciplines.

Presenting Pathways For Mentoring Relationships

The mentoring relationship experience of the participants originated as either a formal or informal mentoring relationship. In addition to the pathway of mentoring relationships being initiated informally or formally was the pathway that described the arrangement between the mentor and mentoree. The mentoring-relationship arrangement involved academics either within the same discipline or in cross-discipline arrangements.

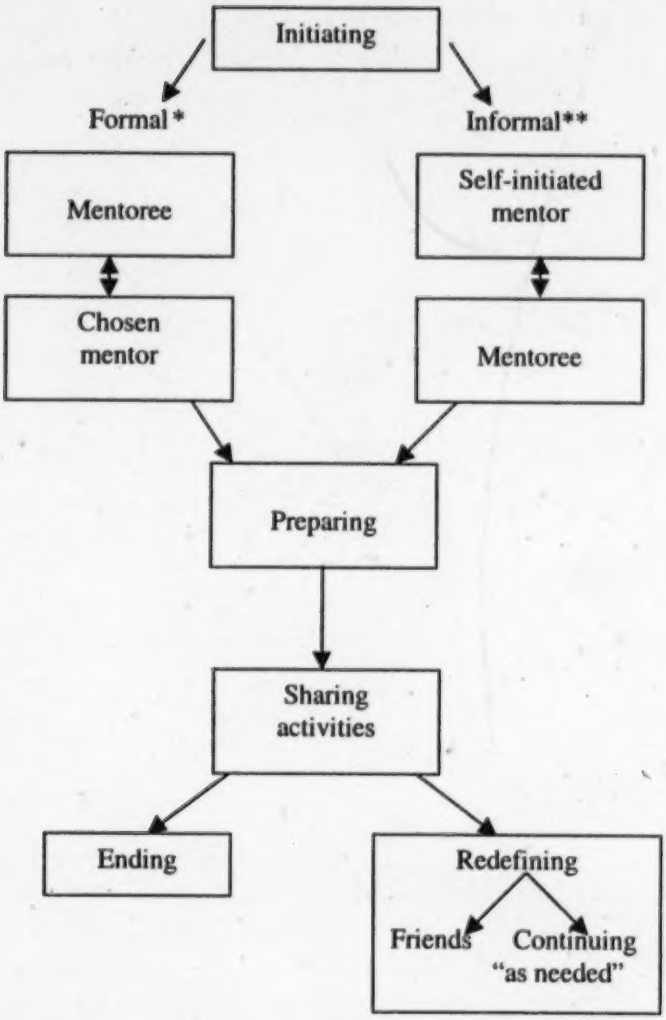
This section presents the pathways for mentoring relationships and begins with a figurative representation of informally and formally initiated relationships and the progression of each pathway. Thereafter, the findings from the arrangements of cross-discipline and within-discipline mentoring relationships are presented.

Figure 4.1 reveals how each relationship, once initiated, advanced readily into "sharing activities." Although, both formal and informal mentoring relationships progressed quite similarly through initiation and into activities, they diverged in different ways later in the relationship. Formally initiated mentoring relationships had three possible outcomes: Some ended, some ended except for "as-needed" discussions/interventions, and some remained ongoing, with the mentor and mentoree becoming friends. Informally initiated mentoring relationships resulted in either friendship or as collegial colleagues who met on an "as-needed" basis similar to the formal relationships.

Formal Mentoring Relationships: (Re)Produced Terrain

A formal mentoring relationship is considered to be a relationship that was purposely initiated and planned through the intervention of another person such as a dean of a faculty, a department chairperson, or a planned mentor program.

The formal mentoring relationships began when a junior faculty member distinctly requested the assignment of a mentor. The junior faculty person was aware of the mentor program offered through the university and contacted the office to request



* Required "some" arrangement through another person or organization to initiate the relationship.

** No arrangement. Mentor or mentoree sought each other for initiation of a mentoring relationship.

Figure 4.1. Mentoring relationship model.

assistance in locating a mentor. The director of the Mentor Program maintains a list of persons who have volunteered to "help" others. This office provides the contact person (a mentor) who could provide the requested mentoring, and the relationship is initiated between the two faculty members. Following initial meetings, both faculty members confirm the relationship or a request is made to end the relationship. In this study, 11 of the 18 mentoring relationships were formally initiated.

Informal Mentoring Relationships: Naturally Developing Terrain

The informal relationships were self-initiated without any "other" intervention or assistance, and the relationship was considered spontaneous or naturally occurring. In this study, the informal relationships began when an experienced or senior academic recognized a new/junior academic who they perceived as wanting some "help" as he/she began his/her journey as a new/junior academic. The senior academic initiated the relationship with the new/junior colleague, which commenced the informal mentoring relationship. Moreover, an informal mentoring relationship is a relationship that was self-initiated by either a person who assesses a need to "help" another person or a person who wants and requests "help" from another person. In this study, the informal relationships were initiated by an experienced academic who wanted to help or by a new/junior academic who requested help.

In the literature, informal relationships also are initiated when a mentoree approaches or requests a more senior person for "help." In this study, 7 of the 18 mentoring relationships were informally initiated.

Formally and Informally Developed Mentoring Relationships

The mentor and mentoree conveyed varied responses stemming from their experiences in formal and/or informally developed mentoring relationships. There were responses of support and nonsupport for both formally and informally developed relationships and some mixed responses depending on other situational factors in the mentoring relationship.

Through formally arranged mentoring relationships, Robyn (MR) felt that the junior or new academic person recognized the supportive environment that is

characterized from the suggestion of mentoring. She believed that a positive message is conveyed to the new academic when the department suggests engaging in a mentoring relationship. Robyn elaborated:

> *Providing mentors gives a signal to a person [new person] that says, We know that you're not already an assistant professor. You have to become one and we can show you how to become a professor. It is a process rather than an expectation. It is a process of learning. They need to know it is different being a professor from being a grad student, and they are not expected to immediately know how. (TQ, p. 50)*

Additionally, Marni (MR) explained:

> *Angie [her mentor and significant person in the department] was invested in helping me. She was part of the committee that worked to get me here so she wanted to help me succeed. I think in other situations, committees work to get a person hired, then leave them on their own. Therefore, the arranged [formal] mentor program is a huge, huge resource for staff. (TQ, p. 3)*

Marni (MR) recognized and believed that a formally arranged mentoring program offers a valuable resource for both new and experienced academics. She supported formal mentoring relationships and compared experiences that she had had with participating in both formal and informal relationships. Marni felt that the informal mentor relationship was less successful than the formally arranged mentor relationship because of the lack of formality and organization. In the formalized relationship, Marni and the mentoree scheduled meeting times, set guidelines for the relationship, and discussed the specific needs of the mentoree. With the informal relationship, these procedures were not implemented; and, given the "looseness" of the relationship, the relationship rapidly faded.

Jamie (MR) was supportive of formally arranged mentor relationships but proposed some parameters and guidelines for the organizers of mentoring programs. She felt that she would participate again as a mentor in a formal mentoring relationship, but she wanted to meet the mentoree for an initial discussion prior to making a longer-term commitment. Moreover, after the initial meeting, the mentor and mentoree would decide whether or not to pursue a formal mentoring relationship. Accordingly, Jaime praised the *"escape clause"* that the mentor program incorporates into the information letter for guiding the mentoring relationship (TQ, p. 30). The information letter suggests that either

the mentor or mentoree can opt out of the arranged mentor relationship if the *"match"* between them is not congenial (TQ, p. 30).

Furthermore, Mandy (MR) noted that one of the potential difficulties in a formally arranged mentoring relationship is that people may feel they have to *"stick with it,"* sensing an obligation for remaining in the mentoring relationship (TQ, p. 55). Similar to Jaime (MR), Mandy suggested it was critical in the arranged, formal relationships to have *"opting-out clauses"* and for those clauses to be clearly explained to both the mentor and mentoree (TQ, pp. 28-29).

Holly (ME) questioned whether a formal mentoring arrangement would have worked for her. She contemplated:

> *If formal mentorship would have been successful for me, in contrast with informal mentoring where I test the waters and talk to people and figure out which relationships work for me and both of us. (TQ, p. 32)*

Similar to Holly (ME), Jaime (MR) found the informal mentoring relationships more comfortable and successful than the artificially arranged formal relationships. Jaime explained that when she established informal mentoring relationships with colleagues within her own department, they have been quite successful (TN, p. 29).

However, Jaime (MR) elaborated that she felt that the formal mentoring relationship *"worked"* but that the *"affective"* was not readily obvious in the relationship, but rather only the *"effective" (TQ, p. 29)* Jaime explained how she helped the mentoree with many aspects of his teaching during the 18 months of the relationship. Jaime described the mentoree as being open in his articulation of what he wanted to learn and what advice he desired. However, Jaime said:

> *We did all those things and he improved and felt better, but there wasn't an ongoing relationship that developed out of it. (TQ, p. 29)*

Similar to Jaime (MR)'s experience in a formal, arranged mentoring relationship, Mandy (MR) commented:

> *"It [the formal mentoring relationship] was good, but it was almost forced. (TQ, p. 28)*

In an informal mentoring relationship, Mandy (MR) felt that it was important for the mentorees to explicitly state to their mentors that they consider them a mentor and

why. Mandy believed that it is important to tell the person whom you considered your mentor in case they do not view themselves as your mentor. Mandy explained that recognition of them as your mentor is important, maintaining:

> *When you ask your mentor for advice, they need to know you want an in-depth discussion, not just a surface interest point of view. The mentor needs to know that this is something you are really interested in and that you value their opinion about. (TQ, p. 29)*

Charles (MR) recognized the benefits of formally arranged mentoring relationships but cautioned mentor program organizers about the critical importance of the selection of mentors. Charles upheld that the selection of mentors for a formal mentoring program was a key component in the success of mentoring relationships. He noted:

> *It is important that the mentors are accepted by their colleagues and are nonthreatening individuals who are seen as people with good intentions not hidden agendas. It is important that the mentors exude humbleness rather than ultra-egos. There would be people who would want to mentor for the sheer image of greatness that being a mentor can create. This type of motivation for mentoring another colleague may not be very productive or rewarding for the junior faculty member. (TQ, p. 51)*

Moreover, Mandy (MR) felt that, in her opinion and from reading the mentoring literature, *"fit"* between mentor and mentoree is vitally important to the mentoring relationship; and without *"fit,"* a formally arranged mentor relationship may be worse than not having one at all (TQ, p. 28).

Iris (ME) described how the formally initiated mentoring relationship grew and became less formalized to a point where the relationship was considered an informally or naturally developing mentoring relationship. Iris explained:

> *The formal mentor relationship began and formally lasted for about two months. Informally, it quickly developed into a friendship, which still continues. We were immediately comfortable with each other. The relationship quickly changed from formal to a more social relationship, but the relationship continued to be a time of openness and sharing about academic matters. I can readily approach my mentor with questions at any particular time. I don't feel that I have to wait for a scheduled time to ask questions, as may have been the case in the formal relationship. (TQ, p. 60)*

Cross-Discipline/Departmental Mentoring Relationships

One arrangement between senior and new/junior academics in mentoring relationships developed when the academics were from different disciplines or departments. This arrangement is referred to as cross-discipline/department mentoring relationships.

Charles (MR) and Robyn (MR) discussed cross-discipline mentoring-relationship experiences. Even though the mentor and mentoree were from different disciplines, other similarities created a "good fit" between the mentor and mentoree in the relationship. Charles explained:

> *We were in different faculties but the subject matter of her [the mentoree's] teaching was similar to mine, so this provided a common background for our discussions. (TQ, p. 4)*

Additionally, Robyn (MR) explained:

> *The person I was asked to mentor was in a different department from me, but there were many commonalities in our teaching areas. Also, the junior faculty member was female, similar in age, and ethnically similar to me, so we had common ground. (TQ, p. 5)*

Moreover, Kathryn (MR) said that she preferred a mentoree from outside her department. She suggested that mentoring someone external to your department is a good idea because you do not normally have regular contact with academics external to your department. Therefore, mentoring someone outside of the department allows you to interact with someone from a different discipline who may offer a different perspective. Kathryn commented:

> *The mentoree was from the same faculty as me but a different department, which makes sense to me because you have connections within your own department anyway. (TQ, p. 2)*

Mandy (MR) expressed support for building cross-discipline mentoring relationships. She felt that it is more appropriate to build informal mentoring relationships within her own department because it is easier to connect with each other. But she supported creating cross-discipline formal mentoring relationships, suggesting that this arrangement provided a different or fresh perspective from what you might gain from mentoring within your own department. Pausing to consider "things" in a different

way can be very beneficial to learning. Additionally, she predicted that when dissolving a mentoring relationship, it might be simpler when the mentor and mentoree are from different disciplines because continued daily association is removed. After ending the mentoring relationship, it may be more favorable for the mentor and mentoree not to see each other daily.

One of Mandy's valuable cross-discipline mentoring experiences occurred while team-teaching a course. Mandy (MR) commented:

> *I learned a lot from the exposure to the different disciplines as we met to discuss the course development and to debrief after the teaching sessions. I think the mentor can learn as much as the mentoree when you're in those situations [team teaching with people from various academic disciplines]. (TQ, p. 28)*

Additionally, both Alyson (MR) and Kathryn (MR) explained that even though the mentoree was from a different department, there were obvious similarities, which provided a link between the two of them as academics in a mentoring relationship (TQ, p. 43).

Marc (ME) supported building cross-discipline mentoring relationships. He believed that trust more readily developed with his mentor because of the physical and professional distance created from the two of them being in different departments. Moreover, Marc wondered if it might have taken longer to establish the trust and willingness to be candid about many sensitive issues if his mentor had been in the same department.

Jaime (MR) experienced a cross-discipline mentoring relationship with a new academic. Being unfamiliar with the content area allowed Jaime to focus specifically on the process rather than the content of the person's teaching. The mentor often becomes more involved with the content area rather than the process of teaching when he/she is very familiar with the discipline. Therefore, choosing a mentor internal or external to the mentoree's department may depend on "what" the person is looking for when they request mentoring for teaching. Does the mentoree want guidance and feedback for "content" or "process"?

Pam (ME), who was a junior academic, experienced meeting a new hire who was external to her department, and the proposed mentoring relationship did not progress past the first meeting. However, Pam explained that there were factors other than being from

different departments that precipitated an unlikely development of the mentor relationship. She clarified:

> *The new hire was female and had one young child, and I have two young children, and she [the new hire] had requested a mentor who was also juggling family and career. However, we met, and I think right away we both recognized that we were quite mismatched even though we shared the career-family juggling act. We both questioned the potential advantages of pursuing the mentor relationship, and we decided not to meet again. We still see each other at the daycare and are cordial and friendly, but I think we recognized that we were quite dissimilar otherwise. We were also located practically at opposite ends of the campus, so access to each other would have been difficult. (TQ, p. 37)*

The next section presents the experiences of the mentor and mentoree when they were in a mentoring relationship within the same discipline.

Within-Discipline/Departmental Mentoring Relationships

Jaime (MR) noted a personal preference for the mentoring relationship that involved a mentoree from within the same discipline even though she also participated in a reasonably satisfying cross-discipline mentoring relationship. Jaime explained:

> *The conversations can become much deeper, and the nuances of what didn't happen in a class are more apparent when I watch them teach (junior colleagues in her same department). I can really pick up on content nuances, and they like that. They want to talk about presenting a topic but also fine tuning the content as well. The mentoring that has been the most meaningful to me is where I can dig into the content, as well as the process, with them [the mentoree]. (TQ, p. 30)*

Robyn (MR) suggested that mentoring an academic who is internal or external to your department may not be a factor in the effectiveness of the relationship if the discussion inclines more toward personal issues than professional matters. When this is the case, it may matter very little whether the mentor is internal or external to the department of the mentoree. Robyn commented:

> *I think that a certain kind of mentoring can only happen within a discipline. I guess it all depends on what you think mentoring is all about. I have found that mentoring starts out being about career, how to do certain things, then, very quickly moves to just being, how to do this job without going crazy. That's the bigger question: How do you do this and have a life with your family? How do you do this and have a sense of fulfillment for yourself, some balance? That's what most people ended up talking about. It always ends up being as much about*

> *balance as the other stuff (how to get published; what conferences to attend; where is this or that?). (TQ, p. 7)*

Similar to the others, Iris (ME) felt that working in the same department as her mentor was beneficial and useful. However, Iris recognized that there would be benefits from having a mentor who was external to the department. A mentor from another department may be able to give a broader perspective on particular issues. Subsequently, Iris stated:

> *You can't have everything, I guess! (TQ, p. 3)*

Iris elaborated on having a mentor who was external to her department, stating:

> *I think you benefit from being in touch with people who are different and who have had different experiences, as well as people who can share similarities and similar experiences for the support it offers. You also get a lot of information and see how other people have experienced things. (TQ, p. 36)*

Karen (MR) felt that mentoring relationships with colleagues within the department would be more beneficial because there would be more commonalities between the mentor and mentoree in terms of academic interests and their roles and responsibilities. However, after continued discussion of the different arrangements possible for mentoring relationships, Karen agreed that sometimes it would be desirable to have a mentor from a different department but felt that it should always be the mentoree who decides.

Marni (MR) experienced both satisfying and unsatisfying informal mentoring relationships with colleagues within her department. When Marni considered both relationships and wondered what was the core difference between the levels of satisfaction she felt for each, she revealed:

> *The informal mentoring relationship with a junior colleague within her discipline did not work. However, the informal relationship with a senior colleague who was also within the discipline was very satisfactory. It was certainly a reminder that mentoring itself is so context based. The senior colleague was instrumental in hiring me, and so she was invested in my success and me. We shared very similar perspectives on many things. The junior colleague and I were just different, even though we shared the same department. (TQ, p. 33)*

Erin, who was a mentor, spoke adamantly that mentoring should be considered only if the mentor and mentoree share the same discipline. She did not believe that

assigned mentors can work. Erin explained that a new academic contacted her to be a mentor, but Erin did not know the person and therefore did not follow-up with the mentoring request. She felt that mentors could not be assigned to people when a relationship between the two people doesn't currently exist. Furthermore, Erin understood firsthand how busy faculty members are; and, therefore, believed they do not have extra time for such things as mentoring. She speculated that it would require a very assertive new academic person to initiate the relationship with the senior academic or mentor in many situations, but especially if the person was in a different academic department (TN, p. 7).

Recognizing Potential in Both Cross-Discipline and Within-Discipline Mentoring Relationships

The following participants commonly spoke in support of building mentoring relationships with both within and cross-discipline arrangements.

Marni (MR) shared her perspective from experiences in both cross-discipline and within-discipline/department mentoring relationships. Marni felt that she was more reserved in her advice and comments with the colleague who was in the same department, whereas with the colleague from outside the department, she felt less restricted in expressing her opinion and offering advice. Marni (MR) believed that being so close in the working relationship (same department) to the person she was mentoring stifled aspects of the relationship, and hence the relationship was less successful (TN, p. 59).

Moreover, Marni (MR) explained:

> *Having someone [a mentor] outside of your department who is not invested or aware of the internal departmental politics can be a good thing. (TQ, p. 57)*

> *With the mentoree(she) and I, because she was in a different department, we didn't have to share a perspective. It doesn't really matter. The stakes aren't high around that. (TQ, p. 33)*

Robyn (MR), similar to Marni (MR), had experienced mentoring relationships with academics who were both internal and external to her department. She explained:

> *I have had numerous experiences in mentoring relationships, and the ones where I was the mentor to someone outside of my department were different from the perspective that I couldn't help as much with the day-to-day issues. We shared some commonalities, but we talked more generally about teaching and our careers. I mean they [careers] look different in different disciplines, so I tried to be reassuring, but I wasn't able to be as precise. I felt as if I was just one step back from the situation.*
> *However, this can also be good though, because sometimes you feel too caught up in the nitty-gritty of personalities and departmental politics that sometimes distance is good. You may not be as specific, but you can be reassuring. I think you can recognize patterns of similarities between your own area and theirs. It also gives you a perspective of other areas, and that was useful. (TQ, p. 18)*

In contrast to Marni (MR) and Robyn (MR), Paul (MR) had had many experiences mentoring academics from both within and cross-discipline arrangements and did not believe that this affected the relationship in any particular way. Paul explained that with his more than 20 years of experience as an academic, he was confident in his ability to assess the issue with the mentoree regardless of the academic discipline (TQ, p. 46).

Furthermore, Paul (MR) agreed that it might sometimes be more difficult to have a mentor from within your own department due to office politics and competition. However, Paul felt strongly that it was a *"give and take type of situation,"* meaning that when a person has a mentor from within his/her own department, *"the mentor can offer a lot in terms of familiarity"* with many aspects of the mentoree's academic position; whereas when the mentor is from a different department, he/she might facilitate a more "open" discussion with the mentoree (TQ, p. 34). For example, the junior colleague may be hesitant to talk about his/her uncertainties with a mentor who is in the same department, but would be willing to openly discuss uncertainties with a mentor who is external to his/her department.

However, Paul (MR) cautioned that when the mentor is external to the department, the possibility exists that the mentor might misguide the mentoree if policies and procedures within his/her department differ from those of the mentoree's department. Consequently, he concluded that, with the "give and take" in both scenarios, it was probably most effective to have more than one mentor.

Similar to Paul's (MR) suggestion of multiple mentors, Iris (ME) noted:

> *I think there are many things to be gained from different types of experiences, and having just come through the process [formal mentor relationship], I don't know if one-year mentorship is enough. I think perhaps to have that ability to tap into this process [mentoring] for the first few years and maybe a combination of having somebody from within your department and somebody outside would be nice. I don't know if that is a possibility, but it would definitely seem to give a range and cover more bases. (TQ, p. 62)*

Summary

The mentors and mentorees differed in their opinions regarding the importance of having a common academic orientation to the mentoring relationship. Some believed that it is vitally important to the development of the mentoring relationship that the mentor and mentoree be located in the same department, whereas others believed that it is more effective for the participants to be from different departments. Similarly, others believed that being within or in cross-discipline mentoring relationships makes little difference to the relationship, but, rather, it is the participants' blend of personal and professional characteristics and interests that create the vital mix for effectiveness in the relationship. Furthermore, since all academics share many similar roles and responsibilities, even when the mentor and mentoree are from different disciplines/ departments, there can be "common ground" between the two academics.

Samplings of the participant comments follow:

> *I requested a mentor from outside of my faculty because I already had access to people in my own department so thought it would be more beneficial to pair up with someone from outside my department. (Marc [ME], TQ, p. 7)*

> *I did not specify either way [inside or outside faculty] but was partnered with someone from my faculty but from a different department. The departments are quite different, but it didn't matter because the job is pretty similar for all of us academics. (Sarah [ME], TQ, p. 7)*

> *One of my mentors is from a different faculty, but our topic areas are similar. It is not a problem because, mostly, we just commiserate about our jobs, our workloads, and our toddlers who don't sleep through the night! (Pam [ME], TQ, p. 8)*

Phases of the Mentoring Relationship

The mentoring relationships in this study traveled through four phases. The first phase was initiating the relationship, and the second, very brief phase was preparing for the relationship, which occurred after the decision was made to begin the mentoring relationship. The third phase was the developing and expanding of the relationship through sharing of activities and the final phase was redefining or ending the mentoring relationship. Each of these phases is presented in the following section.

Initiating The Mentoring Relationship

Each participant shared an experience that initiated his/her mentoring relationship experience. Eight of the 18 participants became involved in a formal mentoring relationship through the cooperation of a planned mentor program at the university and following the request by new/junior academic for a mentor. Three other participants became involved with a formal mentoring relationship through the request by the new/junior academic, but the request was made within the department or faculty and did not involve any other intervention. This study considered both methods of initiating a mentoring relationship to be formal because the relationship involved some aspect of an "arrangement" in order to begin the relationship. The initiation of the relationship was not a natural development or progression of a relationship as is typical in an informal mentoring relationship.

The new/junior academic who specified a need for "help" and requested a mentor initiated three of the informal mentoring relationships. This relationship involved a mentor who was internal or within the mentoree's department. The senior or experienced academic who perceived that the new/junior academic could use some "help" or assistance initiated the other four informal mentoring relationships.

The basic difference between the formal and informal relationship beginnings was how the relationship was initiated. A common factor in the informal mentoring relationships was that the mentor and mentoree were always from the same academic department. In contrast, 8 of the 12 participants in formal mentoring relationships were in the relationship with someone external to their department (cross-discipline

arrangement). Conversely, 4 of the 12 participants were in a formal relationship with someone internal to their department or faculty. (Refer to Table 4.3.)

For either the formal or the informal mentoring relationships, participants believed that the mentoree must recognize that he/she has a "need" for mentoring. It is imperative, Charles (MR) noted, that

> *the mentoree must accept the notion that they need some mentoring. (TQ, p. 52)*

Charles (MR) believed in supporting and assisting junior faculty provided they are receptive and inviting. Charles recognized the busyness of academics, and if you involve yourself as a mentor to a new academic, the new academic must be receptive to participating in a mentoring relationship. Moreover, the component of readiness and receptiveness of the mentoree are noted critical factors that influence the effectiveness of the mentoring relationship. The mentorees need to identify or recognize that they have a need for mentoring.

Furthermore, for the relationship to grow, trust must be established between the mentor and mentoree. Mandy (MR) explained:

> *There was a definite period of getting to know one another and gaining trust and acceptance. (TQ, p. 14)*

Moreover, Mandy (MR) acknowledged that in the beginning of her relationship that involved a team-teaching situation, junior colleagues did not want her in the classroom while they were teaching. There was a sense of insecurity with their own abilities, and they did not want a senior or experienced colleague observing them. As time progressed, they came to understand Mandy's role and openly accepted her guidance and feedback. Mandy created a comfortable atmosphere with the junior colleagues by being explicit in her explanation of her mentor role, which she viewed as

> *someone who was also involved in mentoring to learn, but from years of teaching experience could offer suggestions and was not evaluating them. (TQ, p. 14)*

Common Ground and Attributes of the Mentoring Relationship Participants

This section describes the common ground and attributes of the participants considered important for "getting" the relationship going. A lack of these factors may have precipitated a shortened mentoring relationship. However, with an increase in "common ground" shared by the mentor and mentoree, the relationship was more likely to develop and expand.

It has been demonstrated that a relationship will grow and endure when the two people share some common characteristics and interests. The shared common ground provides a foundation for building the relationship and accommodating differences. The mentor and mentoree participants confirmed this common belief. The mentor and mentoree participants described what they perceived as similar between them and how the similarities and differences impacted their mentoring relationship.

Marc (ME) explained that when he met his assigned mentor he felt immediately comfortable in his presence. Marc declared:

> *We spoke the same language and shared similar views, in general, on institutions of higher education. Essentially, we were on the same page in terms of how we viewed the university. We have become friends outside of work. I think we liked each other from the first minute we sat down for coffee. (TQ, p. 5)*

In essence, the common ground between Marc (ME) and his mentor came from a shared interest and similar view of university politics. Additionally, they discovered that they had completed their graduate studies at the same university, so they also shared the familiarity of where each had previously lived and studied. Marc and his mentor were from very dissimilar academic disciplines, but other shared interests and personality characteristics created a bond between them at their first meeting. Consequently, the first meeting launched the development of the mentoring relationship and a friendship.

Additionally, Leslie (ME) believed that a collective bond was created with her mentor when he recognized Leslie's dominant qualities of commitment and perseverance, which he also shared. Leslie's mentor, Ken, developed respect for her when he observed her working with such energy, commitment, and persistence. Furthermore, Leslie explained:

> *When I said I was going to do something, I did it. I see that in him. When he says he's going to do something for you, he follows up on that. So I think there was some common ground there, a mutuality, where we both found that to be important to us and we found it in each other. (TQ, p. 6)*

Similar to Marc (ME) and Leslie (ME), Iris (ME) explained that her mentoring relationship quickly progressed as she and the mentor were immediately comfortable with each other. Iris and her mentor shared many of the same professional interests being in the same discipline, but were quite dissimilar in age and life stages. The formal mentoring relationship united them, and they acknowledged the role that the formal beginning played in their becoming friends. They speculated that they might not have naturally developed such a friendship and collegial relationship because of the diversity of their ages and corresponding life stages. Formal mentoring brought them together, and they discovered other common ground. The relationship has continued as friends and colleagues.

Additionally, Holly (ME) described the experience of being a new academic and how a senior colleague had "adopted" her upon her arrival to the university. The senior colleague helped Holly learn the "who, what, where" in the department and about the university in general. Holly felt that their relationship developed easily because they shared many similarities in their personalities. Holly (ME) elaborated:

> *We are both quite pragmatic, cut-to-the-chase people, and each have a good sense of humor. We also have similar interests in research. It is always enjoyable to discuss your research passion. Also, I feel we are both interruptible types of people, and this is a positive thing about the functioning of the relationship. Either one of us can interrupt the other for specific reasons as needed, but there is also total respect for each other's time. (TQ, p. 25)*

Similarly, when Karen (MR) and her mentoree first met, they immediately "clicked," and Karen was asked to be her mentor. Each week they met for coffee or lunch, without any particular agenda, and discussed anything from career issues to more personal or social matters. They shared the same academic discipline, and their personalities blended very naturally together.

Pam (ME) discussed the element of friendship in two of her mentoring relationships in contrast to a proposed mentoring relationship that did not develop. She explained that both Don (mentor) and Kate (mentor) are part of her social circle (note:

Pam's mentors, Don and Kate, were not interviewed but were given these pseudonyms for easier discussion of each of Pam's mentoring relationships during the reporting). She visits them regularly, and mentoring naturally occurred in the social setting; whereas in the other scenario, which lacked common ground, the relationship did not progress. Pam (ME) explained:

> *We [Pam and the proposed mentoree] could both recognize instantly that we wouldn't have gravitated toward each other under most other circumstances. Something was just too different between us. We still see each other when we pick up our children, and we are very cordial to one another, but we recognized we would not have been natural friends. (TQ, p. 37)*

In addition to the component of common ground between the mentor and mentoree in the developing mentor relationship was the necessity for the specific establishment of a "need" for the relationship. More specifically, Marc (ME), who was new to this research institution, assessed that he did not need mentoring for teaching, writing grants, or generally working with students; but he believed that guidance and mentoring might be beneficial to his understanding of his *"new space."* Additionally, Charles (MR) experienced resistance to mentoring from a new academic in his department. Charles wondered whether the person had not identified any specific needs and thereby was seen to refuse the opportunity for mentoring.

Another component considered important for moving past initiating of a mentoring relationship required the establishment of trust between the mentor and mentoree. Marc (ME) asserted that trust more readily developed with his mentor because of the physical and professional distance created with the two of them being in different departments. Moreover, Marc wondered whether it might have taken longer to establish the trust and willingness to be candid about many sensitive issues if his mentor had been in the same department.

Other factors providing common ground between the mentor and mentoree were (a) similarities in career, specifically content/research/teaching areas; (b) gender; (c) female with young families; and (d) common Canadian identity. When the mentor and mentoree were from different departments or faculties, they shared these common factors that supported the foundation for the relationship.

Preparing Prior to Beginning the Mentoring Relationship

The formal and informal mentor relationships involved minimal to no preparing on behalf of either participant prior to beginning the mentoring relationship. Most of the participants reported attending the first meeting of the mentoring relationship with an open agenda. However, there were incidences in which the mentor and/or mentoree minimally prepared for the first meeting.

Marc (ME) explained that he did not have an agenda for his first meeting with his assigned mentor. They simply met for coffee and were open-minded to discuss whatever came to mind. The only informal agenda Marc recalled he had was to have the mentor explain some of

> *the odd things he was experiencing and how might he survive within these odd structures? (TQ, p. 27)*

Conversely, Alyson (MR) explained that the mentoree had compiled a list of her concerns and forwarded the list to Alyson prior to the first meeting. Alyson elaborated:

> *We started out quite organized, and I did prepare myself by reviewing the brochure supplied by the planned mentor program that outlines the roles and responsibilities of the mentor. I thought about what my role might be and made some notes of my thoughts prior to first meeting with the mentoree. (TQ, p. 27)*

Fern (MR) mentioned that prior to meeting with the new academic (her), she had reviewed the rules and regulations in the *Faculty Handbook* so that she was current in her understanding of the policies and procedures. After requesting a mentor, the new academic specified that she wanted the mentor to review her curricular vitae in regard to her preparation for tenure review. Additionally, Fern (MR) contacted the department chair of the new academic's department to discuss the appropriateness of providing mentoring for the new academic. Fern stated:

> *She wanted to be certain that she would have something to offer the mentoree. (TQ, p. 27)*

After talking with the department chair, Fern (MR) decided that she would be able to offer "*advice and guidance*" to the new academic and agreed to meet her (TQ, p. 27).

Iris (ME) requested a mentor from the planned mentor program at the university, and prior to meeting with the mentor, Iris asked the mentor program to clarify the

expectations of the mentor and mentoree in the mentoring relationship. Additionally, Iris wanted to know if the relationship was meant to be strictly academic or if there were social expectations as well. Iris was a new academic, and, given her busyness as an academic with family adjustments after relocating to a new city, she did not want to commit to a mentor relationship if there were social expectations that involved commitment beyond regular office hours. Iris (ME) explained:

> *I was looking for an academic, work-related relationship even though the social cannot be totally divorced from work, because it is not, but I was looking for someone to give me tips and information strictly on academic matters. (TQ, p. 3)*

In contrast to any suggestion of preparation prior to initiating a mentoring relationship, Paul (MR) responded that he did not see the need to "prepare" himself for mentoring relationships through any type of "personality development" or "communication skills workshops" and so on, but simply stated:

> *I am who I am, and when I mentor someone it is for a specific need they have identified, not just to share a cup of coffee. I am not a philosopher. (TQ, p. 48)*

Developing and Expanding the Mentoring Relationship

The following presentation of the data includes the description of how the participants experienced the relationship during the developing and expanding phase that occurred through their participation in various activities. Additionally, six factors were noted to influence the development of the mentoring relationship, and they are presented prior to further description of the shared activities.

The developing phase typically involved activities that were "how to do things/pragmatically," whereas the expanding relationship phase involved activities that required more in-depth discussions and involvements by either the mentor or the mentoree. One example of a more in-depth discussion would be the resolution of a student conflict. Therefore, the relationship was considered as "expanding" when the mentor and mentoree reached the point where the discussions became more involved or centered on "larger" issues.

Influencing Factors for Developing Mentoring Relationships

Six factors were noted to influence the development of the mentoring relationship, and any one of these factors could prevent the relationship from developing past the initiating phase. The six factors described in the following sections are (a) age, (b) time, (c) location/proximity of the mentor and mentoree's offices, (d) mentor or mentoree perception of their role in the relationship, (e) boundaries framing the mentoring relationship, and (f) competition.

Age. Age is a factor that may influence the mentoring relationship. When the mentor and mentoree are close in age, they may also share a similar adult developmental stage that creates "common bonding" in the relationship. Moreover, they may be at different career stages, with one being senior and the other being junior, but similarity in their adult developmental stage creates commonality.

In contrast, age diversity between the mentor and mentoree produces difference in the career stage and a likely difference in adult developmental stage. These differences may be beneficial in how they may offer different perspectives, but they may create difficulties based on the differences in life experience and personal development.

Moreover, Pam (ME) explained how age was an influencing factor in her mentoring relationships:

> *Some of the difference is their [her two mentors'] personalities, but some is just their different life stages, and it is probably true that I don't go to Kate [her similar aged mentor] with some of my concerns requiring perspective, because she is still living that life and very prone to losing perspective. So then I would go to Don [the older and more experienced mentor]. (TQ, p. 62)*

Furthermore, Richard (MR) speculated on the possibility that the age difference between the mentor and mentoree may affect the relationship from the standpoint of "perspective." There is usually an age difference between the mentor and mentoree of at least 10 to 20 years, and the mentor may be *"out of touch"* with the lived experience of the new academic (TQ, p. 39).

However, in support of the mentor and mentoree being age *"similar"* rather than age *"diverse,"* Holly (ME) remarked that with the constantly changing academic environment, a junior co-colleague instead of an experienced colleague may more effectively address certain issues. A co-colleague who has been in academia a little

longer than the totally new academic might be more closely connected to the current situation and able to offer more firsthand advice. Holly supported co-mentoring arrangements between junior colleagues in reference to discussing issues involving tenure and promotion. A recently tenured academic might be more familiar than the senior academic with the process and expectations for today's junior academic (TQ, p. 64).

Time. Time is a valuable commodity that is often scarce for both the new and the experienced academic. The time constraints of the mentor and mentoree will influence the development of the mentoring relationship.

Marni (MR) explained:

> *The hard part of the relationship was just the time commitment, even though it was only a one-hour coffee break per month. I hardly make time for my friends, and so as a busy professor you have to be careful with your "other" time commitments. (TQ, p. 13)*

Similar to Marni (MR), Marc (ME) explained:

> *It was after one whole term before we finally made the time to meet for a coffee. (TQ, p. 65)*

Consequently, Marc (ME) also replied that he would not consider formally mentoring anyone at this point due not only to his lack of time, but also to his inexperience at this university (TQ, p. 65).

Furthermore, Charles (MR) had been as busy as anyone else and knows the time that mentoring requires, but he genuinely believed in supporting and assisting junior faculty, and volunteered his time to assist them where needed. However, he clarified his involvement with mentoring relationships, stating:

> *I will spend the extra time it takes, provided they (new academics) are receptive and inviting. (TQ, p. 9)*

Because he was committed to the value of mentoring, he made mentoring his priority, to be involved with new academics in mentoring relationships.

Marni (MR), explained her busyness:

> *I can go for weeks trying to find a time for lunch! I think the informal relationship worked well for me. My mentor* (Marni was explaining her experience from when she was a new academic and mentoree) *was just across the hall, and she has been here for a long time and so offered me a lot of advice. (TQ, p. 57)*

Furthermore, time was a deciding factor when Marni (MR) considered her continued involvement in more formal mentoring relationships. Marni replied:

> *Maybe not immediately. You know it (mentor-relationship responsibilities) was one more thing I was scheduling, so I would do it again, but I would wait a couple of years. I found it valuable and I think the mentoree enjoyed it a lot. I mean, she certainly indicated that in the feedback, which is all very positive. However, it's another task even though it is pleasurable. (TQ, p. 57)*

What's more, Sarah (ME) explained that it was difficult to get together with the mentor. Sarah recognized that

> *everyone is extremely busy, and it's just crazy. Several times she (mentor) forgot or postponed or cancelled. I don't blame her in particular. It just did not fulfill my expectations, and it probably has to do with the fact that we are not in the same department and we don't even share the same building. (TQ, p. 37)*

Location/proximity of the mentor's and mentoree's offices. Another factor influencing the progression and development of the mentoring relationship beyond initiation is the location of the offices of the mentor and mentoree. The development of the mentoring relationship may be hindered when the distance between the offices of the mentor and mentoree is substantial. For a meeting to occur, more conscientious planning is required when the physical location between the mentor and mentoree is significant. Consequently, more of the academic's limited resource of time is required, and that may impact the development of the relationship.

For example, Sarah (ME) was unhappy with her experience in a mentoring relationship and wondered whether the relationship would have been more successful if she had shared the same building as her mentor. Sharing the same building would have provided easier access to each other (TQ, p. 21). She speculated that the physical distance was a barrier in the development of the mentor relationship. Being in separate buildings created a physical distance between them and made meeting more cumbersome. They did not normally "bump into" one another as part of their daily routine but had to consciously plan specific meeting times and places.

Previously, Sarah (ME) had experienced a mentoring relationship in which her mentor's office was "down the hall," which was very convenient for meeting and

discussing issues as they arose. Sarah felt that the close proximity of their offices contributed to the success of the mentoring relationship.

Similar to Sarah (ME), Pam (ME) met with a new academic who had requested a mentor. The two of them met once and decided not to pursue a mentoring relationship for a few reasons, but one reason was the distance between their offices on campus. Basically, their offices were at opposite ends of the campus. On the day that the new academic met Pam, she arrived by taxi, as it was an extremely cold winter day, and given the distance of the walk, she felt that driving was more efficient!

Additionally, Richard (MR) experienced an incidence in which a relationship did not develop past two meetings, and Richard attributed the lack of development to the distance between the offices of the mentoree and himself. Richard explained that he was hesitant to start the mentor relationship immediately upon being asked by the new academic because of the location of their offices and also due to his current responsibilities. However, Richard explained:

> *He's [the mentoree] asked, so I'll meet with him and explain my current position and that we may not see each other very often. I'll ask if he still wants to try. The mentoree said yes, that he would like to try. However, in retrospect, I look back now and say it was a mistake. You need to have a mentor-mentoree relationship where you have the potential to 'bump into' one another frequently and spontaneously, and be able to ask how they are doing and ask if they want to have a coffee or just to explain in the hallway how things are going. (TQ, p. 8)*

Because they were from different areas of the campus, it was difficult to connect with each other. They could e-mail and make arrangements to see each other, but Richard (MR) felt that if the two people are in the same building, it increases the likelihood that they will see each other more frequently by just passing in the hallway. This frequent contact can initiate more spontaneous arrangements to sit down and discuss particular issues. From this experience, Richard concluded that it would be a good idea when matching mentor and mentoree to have them working in the same building or at least in the same vicinity of campus (TN, p. 31).

In contrast to Sarah's, Pam's, and Richard's (MR) experiences, Kathryn (MR) explained how the close proximity of the mentoree's office in relation to her own office was very convenient for arranging meetings. Additionally, the close proximity of their

offices provided the opportunity for them to occasionally "see" each other in the hallway and, subsequently, to make plans to meet later in the day if needed (TQ, p. 16).

Mentor or mentoree perception of their role in the relationship. The roles that the mentor or mentoree believed or perceived that they provided created a boundary line in the relationship. The mentoring relationship maintained its professional lines more clearly when mentors perceived their role in a mentoring relationship to be a "time to help another person with a specific task." In contrast, the professional and personal lines of the mentoring relationship became blurred when mentors perceived their role to be a friend in addition to a professional consultant or advisor for the new academic. Mixing of the professional and personal lines in a mentoring relationship depended on the needs and personality of the mentoree and the personality of the mentor.

Boundaries framing the mentoring relationship. The relationship typically began with professional lines framing the mentoring relationship, but as the relationship grew, it took on a different appearance depending on the degree of merging between the professional and personal lines. The merging of professional and personal lines typically created a friendly collegial relationship or primarily a friendship relationship. When the lines did not merge very closely, the mentoring relationships ended or continued on a "task-specific" or "as-needed" basis.

Furthermore, Leslie, a mentoree, explained how the professional and personal lines or boundaries shifted as the mentoring relationship developed:

> *Something very significant he [Ken, the mentor] did over time is, he changed the boundary of our relationship in a very, very gradual way. At the beginning of the relationship we focused on degree requirements, evaluation, discussion of topic, but as we moved through time, started to talk about the other end of the process, which is about being an academic; and he shared more of his personal experiences about that. He began to discuss things like balancing research with life, and he does that from two perspectives: one from just talking about it, asking questions about how well I was balancing things or not, but also from role modeling. He's an incredible role model that I have not often seen in academics. He models a sort of balance, and we began to talk more explicitly about the relationship of work and life and how some people need some integration between what they do and how they think outside of the research and other people do not. Again, he gave me different models or ways to think about my career and my life and the connection between the two. (TQ, p. 18)*

Moreover, Karen (MR), who was a mentor, described the ease and comfort of an informal mentoring relationship when the boundaries for roles are invisible and neither person sees the lines between being a friend or colleague or mentor (TN, p. 30).

Competition. The mentoring relationship can be hindered by the prevalence of a competitive atmosphere in which the mentor and/or mentoree work. The competitive workplace can be a barrier to the effective development of a mentoring relationship. The mentoring relationship is noted to be most effective when there is openness and sharing between the mentor and mentoree in the relationship, which often is not the case in a competitive environment. Richard (MR) observed and explained:

> *We find it is rare on campus to work as a group, and, sadly, the academic environment in general is very much a solitary and individualistic environment. Unfortunately, the climate has become very competitive in many faculties, so people are competing against each other and do not see it as a team effort. (TQ, p. 40)*

Developing the Mentoring Relationship: Sharing Activities Between the Mentor and the Mentoree

The activities in which the mentor and mentoree participated during development of the mentoring relationship were very similar in most instances regardless of whether it was considered to be a formal or an informal relationship. The activities of the mentor and mentoree ranged from (a) discussion and guidance pertaining to very pragmatic things, to (b) more general discussion of how "things" were developing, to (c) discussion and guidance on very specific issues or tasks.

Robyn, who was a mentor, discussed how early in the relationship the activities of the mentor and mentoree included very pragmatic things such as

> *helping the person settle into the work place, showing them where things are, and explaining what resources the university offers. (TQ, p. 17)*
> *Often people are new the city so it is also a new home for them. It is a new job with unfamiliar people, and they may have just finished graduate school so are in transition from being a grad student to being a professor. (TQ, p. 17)*

Robyn (MR) felt that it is very important to the acclimatization of the new faculty member to have a mentor who helps to familiarize him/her with the new surroundings.

Following the "settling-in" period, Robyn explained that the relationship developed to include questions about career, tenure, and teaching. But also,

> *We just talk a lot about the big change, coming here [to this university], for a person individually. It [the mentor relationship] has ended up being as much about people's emotional state and coming here, especially if they have families. (TQ, p. 17)*

Additionally, other participants noted less tangible activities that formed the mentoring relationship. Certain activities carried out during the mentoring relationship were such that the benefits were not always readily distinguishable. The benefits might have been realized long after the activity was completed. Leslie (ME) explained how her mentor facilitated connecting her to others within their research discipline. Leslie revealed:

> *Ken opened doors in research that resulted in the development of high-quality research and a collaborative research team that is widely recognized as excellent. He invited me to conferences, and closer to my graduation time he made certain to introduce me to various people. Also, the way he brought others and myself into his own research and gives us credit for our contributions elevates us from perhaps traditional graduate students. I think this is mentoring. (TQ, p. 18)*

During critical decision-making times, Leslie (ME) sought guidance from her mentor. Leslie described this component of their mentoring relationship, revealing:

> *When I would come up against a critical decision that would impact my career and after my own reflections, I wondered, Am I thinking about it clearly? He would come with a set of questions, and having known me for as long as he has now, he really helped clarify my thinking. I would say he has been an extraordinary mentor from the perspective that if I am leaning toward a decision that he may not really support for me, he never said, "Stop; can't go there." He was willing to entertain it (my decision), which means he looks at me more as a person and not a former grad student or an academic. He sees more the person that's making tough life decisions. (TQ, p. 19)*

Furthermore, Leslie (ME) explained the specific role that her mentor played during the interview process for her academic appointment, through the career decision-making process, through networking with other research projects, and through collaboration on academic publications (TN, p. 23).

Additionally, Pam (ME) described activities in the mentoring relationship that were representative of general discussions lending support to each other. Pam explained:

> *Mostly, we [Pam and her mentor] just commiserate. She [the mentor] is more senior, but she interacts with me as a co-equal. We commiserate about our workloads and our toddlers who still aren't sleeping through the night! (TQ, p. 8)*

Likewise, Alyson (MR) explained the aspect of social activity in her mentoring relationship, outlining:

> *We [Alyson and the mentoree] would meet, either in my office or her office, or we would go out for coffee. We had lunch on special occasions. I take her or she takes me. I took her to lunch to celebrate when she finished her dissertation. (TQ, p. 16)*

Furthermore, Alyson (MR) elaborated her description of the mentoring relationship, maintaining:

> *Cheryl [the mentoree] didn't have "basic questions." Her questions were always very sophisticated, very differentiated, because she has such a remarkable degree of insight already. Our relationship in many respects is more of two colleagues, two equals, two friends, or two people who know how to share issues. (TQ, p. 42)*

Similarly, the general role and activity achieved through the mentoring relationship was described by Holly (ME):

> *She's [her mentor] been really good in terms of bridging, talking to people in the field when I first arrived about me, and really pulling me in and making connections on my behalf, because sometimes it is just knowing a person who then connects you with someone else. She (the mentor) and her husband also welcomed my husband and I to this city. They took us for dinner, which we really appreciated. (TQ, p. 23)*

Another general, less tangible activity completed during mentoring sessions is managing student issues and/or behavior. Paul (MR) felt that it was important to help new faculty in this area since it is a *"reasonably gray area."* It is difficult to know how to manage each student situation because each scenario is not *"black and white"* or *"clearly outlined in some handbook"* (TQ, p. 47). Paul believed that mentoring relationships between academics suitably facilitates the discussion of student issues. The mentoring relationship was beneficial for the junior academic to have the opportunity to discuss the student situation with the mentor, an experienced academic (TQ, p. 47).

Another component which contributed to the development of the mentoring relationship included the quality of activities that the co-participants engaged in. For example, specific activities were related to the teaching process, but other specific topics

that were discussed included the tenure process, grant writing, and professional/academic writing. Charles (MR) explained how he guided the development of the teaching style of the mentoree. Together, Charles and the mentoree rehearsed a lecture, and Charles provided suggestions and feedback. Other topics of discussion during the mentoring relationship included classroom etiquette and teaching techniques. Additionally, Charles suggested that she (the mentoree) consider videotaping a few of her teaching sessions. The mentoree agreed to videotape two sessions, after which Charles reviewed and discussed the tapes with her. Charles also suggested that learning about teaching is enhanced through watching others who are noted to be excellent educators and recommended educators for her to observe (TN, p. 15).

Alyson (MR) explained that the issues of discussion with the mentoree were more in depth than day-to-day fundamental issues. Alyson attributed this to the fact that the mentoree was already familiar with the academic institution so did not have such basic questions. Consequently, their discussions included more complex issues in teaching, research, administration, collegial relationships, and external affairs. As the relationship grew, they discussed personal issues, such as how to balance career with family/home life, how to set boundaries (limitations), and other similar topics (TN, p. 16).

Moreover, Marni (MR) explained the activities in her mentoring relationship as typically very specific to the defined needs of the mentoree. The mentoree was preparing for tenure review and had many questions pertaining to the process of tenure preparation and review. Additionally, the mentoree wanted to discuss departmental politics. Other topics of their discussion crossed back into the previous category of more general, supportive activities, which included graduate-student supervision, teaching loads/expectations, and other departmental dynamics in regards to how to *"get on board"* with the senior professors (TN, p. 57).

Mandy's (MR) experience in a mentoring relationship was similar to Marni's experience from the perspective that the mentorees presented with specific issues to address. Additionally, Mandy completed a peer assessment of the mentoree's teaching. The mentoree also observed Mandy's teaching, and they were able to discuss each other's teaching style (TN, p. 14).

The meetings between Jaime (mentor) and Cody (mentoree) were strategically planned to provide specific feedback that Cody had requested. Aspects of their discussions included course administration, classroom teaching, and course evaluation, which also included the students' evaluation of the course and of him as the course coordinator (TN, p. 29).

Similar to many others in mentoring relationships, Fern (MR) experienced a mentoree who presented very specific issues for discussion with her mentor prior to meeting. Specifically, the mentoree asked for advice from Fern regarding pedagogical topics and the process of preparing for tenure review (TN, p. 15).

Furthermore, Holly (ME) explained that she was assigned to teach a course that had previously been taught by her mentor. The commonality of the course naturally provided common discussion time for the two of them. During their time together, they discovered a mutual academic interest, which resulted in a co-authored published paper. Furthermore, Holly's mentor shared many practical tips with her pertaining to time management and project coordination and also introduced Holly to other colleagues who had similar academic and research interests (TN, p. 6).

Still another specific task that was completed during the mentoring relationship was the organization of the required "annual faculty report." Kathryn (MR) discussed how she advised her mentoree about this necessary documentation during their mentoring sessions (TN, p. 16).

Similarly, in preparation for tenure review, Sarah (ME) specifically asked her mentor to review her curricular vitae and identify potentially weak areas. Sarah explained:

> *She [the mentor] did a very good job, reviewing my CV very seriously and professionally. (TQ, p. 21)*

Additionally, Pam (ME) explained the specific and general role her mentor played, stating:

> *She read all my evaluations from a course and made very specific comments about them, and I was impressed by that. Partly for that reason, we have decided to team-teach a new course which we are doing right now. Through this teaching, we have discussed many issues pertaining to teaching and evaluation. She suggests things to try. She's done dozens and dozens of those kinds of things over*

the three years I've been here. She is also good at offering perspective. (TQ, p. 23)

Lastly, Erin (MR) explained that some of the junior academics wanted collaboration on article writing and/or research process, whereas others wanted minimal guidance with such things as proposal writing and starting a research project.

Expanding the Mentoring Relationship

During the expanding of the mentoring relationship, the activities and discussions that were shared between the mentor and mentoree became more in depth. Subsequently, the relationship process between the two academics resulted in more personal and professional sharing.

In regards to the decision-making process, Leslie (ME) clarified:

I remember one thing he [Ken, her mentor] said to me. Very clearly, he said, "When you have a tough decision to make—" Or actually he said, "When I have a tough decision to make, I do three things." He said, "I think about it a lot, then I talk about it a lot, and I talk with certain people about it, then I pray about it."

Leslie (ME) continued to explain that, for her, those comments caused her to more deeply assess her decision-making process. She explained:

I tended to think about it [the critical decision] a lot, but all on my own. So I began to think, Whom can I reflect some of my ideas with? Who can I trust to be willing to hear me, hear my thinking on this, but also be open for me to talk to others and gain other perspectives? Last, the praying, was this notion of balance and that there were other aspects of life, whether it was spiritual or just other parts of life that impact the decision-making process. (TQ, p. 20)

Leslie (ME) described how the mentoring relationship with Ken expanded with experience and time, revealing:

Over the years, as the boundaries began to change in the relationship, we talked more of things outside the academic realm. He makes it [open discussion] possible, and he doesn't push. So had I not gone through that open door, I think what possibly may have happened, but nobody knows for sure, but I think when I graduated the relationship may have ended. Also, I lost my dad in the second year of my graduate program, and Ken recognized this trying time for me. I felt his concern with his ongoing checking in on me, not privately about how I was dealing with life, more of how was I handling the stress of the program, and he was solid in his support in helping me make good decisions from a program perspective. He gave me support in an aspect of my life that I could have drowned in at the time. From my perspective, I felt that in my academic life there was good

> *solid support, a foundation for me to get through this [graduate studies], if I could just deal with the other stuff. This [the academic] part of my life had some guidance, some framework. Ken was always clear on boundaries though, and he never attempted to suggest or by behavior, to take on a fatherly role. (TQ, p. 20)*

Furthermore, Robyn (MR) described the mentor relationships that are arranged between new academics and senior academics through the chairperson in her department. The relationships are formally encouraged for a one-year term, but following the one-year term, there is no formal mandate from the department to continue the mentoring relationship. Continuation of the relationship is the choice of the academics involved. Robyn noted two particular instances in which the new academics she formally mentored became good friends. The formal mentoring relationship expanded, as they became friends and supportive colleagues in a continued informal mentoring relationship. The department brought them together in support of mentoring, and a friendship grew and faded the lines of formality. Robyn commented:

> *I think that a certain kind of mentoring can only happen within a discipline. I guess it all depends on what you think mentoring is all about. I have found that mentoring starts out being about career, how to do certain things, then very quickly moves to just being, how to do this job without going crazy. That's the bigger question: How do you do this and have a life with your family? How do you do this and have a sense of fulfillment for yourself, some balance? That's what most people ended up talking about. It always ends up being as much about balance as the other stuff (how to get published; what conferences to attend; where is this or that?). (TQ, p. 7)*

Similar to Robyn (MR), Iris (ME) explained that the formal mentor relationship began and formally lasted for about two months, and then the relationship expanded into a friendship. Iris felt the relationship quickly changed from a formal to a more informal mentoring relationship in which Iris could openly and readily approach her mentor at almost any time to discuss issues and questions as they arose. She did not have to wait for a formalized meeting time to address her concerns (TQ, p. 60).

Redefining and Ending the Mentoring Relationship

The fourth phase in the mentoring relationship involved redefining or ending the relationship. Redefining the relationship includes the description of the relationship duration; and if the relationship was ongoing, was it continuing as a friendship or as a collegial relationship? The following section discusses how participants had ended the relationship and discusses any issues raised in relation to ending the relationship.

Relationship Duration

The duration of the time spent in the mentoring-relationship experience for each participant in this study is summarized in Table 4.2. Table 4.3 represents the length of the relationship for each participant in relation to (a) whether the relationship participants were involved in within or cross-discipline arrangements, and (b) whether the participants were in formal or informal mentoring relationships.

Table 4.2

Summary of Relationship Duration

Relationship length	Number of participant experiences
Ongoing relationship: considered friends	8
Ongoing relationship: meet "as needed"	4
1.5 years	3
6 –12 months	1
Very brief (only 2 meetings)	2

Table 4.3

Duration of Relationship Versus Type of Relationship

Duration	Within discipline	Cross-discipline	Informal	Formal
Ongoing	6	2	4	4
Ongoing/"as needed"	3	1	3	1
1.5 years	1	2	0	3
6 – 12 months	1	0	0	1
Very brief	0	2	0	2

The duration of the mentoring relationship varied, with many participants developing friendships to two participants having very brief encounters. Other participants maintained mentoring relationships from 6 to 18 months, whereas others considered the mentoring relationship ongoing even though it functioned for only very specific tasks or needs.

Paul (MR) mentioned that most of his mentoring relationships were basically *"left open"* from the perspective that many of the colleagues continued to request his insight or guidance when particular issues surfaced. As the junior academics became more experienced, there were typically fewer issues and questions; but when the need arose, the junior academic often contacted Paul for clarification and/or perspective. Therefore, Paul could not describe an occasion in which he felt a relationship had ended so that he could describe *"ending"* a mentoring relationship (TQ, p. 47). Paul maintained:

> *Most of the mentoring relationships are ongoing, as needed. (TQ, p. 47)*

Iris (ME), who was the mentoree, explained that the formal mentor relationship began and formally lasted about two months, but, informally, the mentoring relationship continued as a friendship. Similarly, Robyn (MR) noted two particular instances in which the junior academics from formal mentoring relationships have become good friends. The formal mentoring relationship expanded from a relationship between supportive colleagues to a relationship as friends (TN, p. 32).

Relationship Endings

Six of the participants who had ended their mentoring relationships described this experience. One participant, Leslie (ME), who had been involved in a naturally developing, informal mentoring relationship for many years, described her feelings as she contemplated how the relationship might change as her mentor approached his retirement. Leslie reveals:

> *Access will change, and it will be a very interesting turning point as to whether we maintain some type of relationship. Will it be a mentoring relationship, or will it evolve to something different, or will it end? It's interesting because it stresses me, slightly. Sometimes I don't like to think about where he [the mentor] may go. (TQ, p. 66)*

Jaime (MR) explained that the formal mentoring relationship ended with a mutual understanding based on the mentoree's feeling more comfortable and confident in general with his academic position; therefore, there was no need to continue the relationship (TN, p. 15).

Marni (MR) and her mentoree met in a formally arranged mentoring relationship for approximately 18 months. At their last meeting they agreed to check in with each other in the fall but had not yet done so. Marni knew that her mentoree's tenure review was scheduled for early November and was waiting until after that date to contact her, anticipating that they could celebrate her promotion. Marni considered that the formal mentoring relationship was over and that this was a mutually understood (TN, p. 14).

The formal mentoring relationship between Fern (MR) and the new academic was very brief. Fern believed that the new academic was very knowledgeable and needed minimal guidance because she had been at another academic institution prior to coming to this university. They met a couple of times, and when the new academic did not have any further concerns, the relationship ended through mutual agreement (TN, p. 41).

The relationship between Mandy (MR) and the mentoree ended when the mentoree quit her academic appointment and moved away from western Canada. Mandy contemplated whether she could have done more to assist the mentoree but speculated that the change of career for the mentoree was due to *"other circumstances"* (TQ, p. 55).

Reflecting on the Mentoring Relationship Experience

The following section presents the reflections from the mentors and mentorees in relation to their experience in a mentoring relationship. The section begins with the mentor and describes meaning given to his/her role in the relationship, which includes the description of their motivation for mentoring and of the characteristics they believed were important for the mentor to demonstrate. Meaning of the mentor role as perceived by the mentoree follows these two components. There is a brief account from a mentoree regarding his/her role in the relationship followed by the mentor and mentoree perspectives of how they benefited from being involved in a mentoring relationship. Last, the section finishes with a presentation of the challenges experienced by the mentor and mentoree in mentoring relationships.

Giving Meaning to the Mentor's Role in the Relationship

Mentors discussed meaning in relation to their role in a mentoring relationship through their description of what motivated them to volunteer to be mentors and through their description of mentor characteristics deemed necessary for effective mentoring relationships.

Motivation for Mentoring

What motivated a busy academic to mentor someone else? The impetus for mentoring varied among the mentor participants in this study. Four main themes were apparent and described as follows: (a) to provide the same positive experience that they had received, (b) to pass on their learning to the new academic, (c) to guide the mentoree but not to create a carbon copy of themselves, and (d) to share their friendly and helping personality, which naturally leads to mentoring.

The first theme described by academics as motivation for becoming involved with mentoring relationships was based on the mentor's previous and positive experiences in mentoring relationships. Now that they were more experienced, they wanted to facilitate this same positive mentor-relationship experience for a new or junior academic. Marni described her experience when she began her academic career and had received mentoring from an experienced colleague. The mentoring experience was very positive,

and based on this experience of having a mentor during her early years as a developing academic; Marni (MR) explained:

> *I felt a responsibility to do the same [provide mentoring for a new academic] for a new professor. (TQ, p. 3)*

In contrast to this supportive motivation for mentoring, Paul (MR) described the situation when colleagues avow that

> *they have learned the hard way, so they are not going to help others, but rather let the new people learn just as they had to. It is analogous to the concept that I had to walk five miles to school, so my kids should do the same! (TQ, p. 47)*

Paul (MR) explained that he did not share this perspective. He acknowledged that learning occurs through this *"struggle,"* but learning also occurs in the *"guidance and support of a colleague,"* which was his preferred philosophy (TQ, p. 47).

The second theme identified by the mentors pertaining to their involvement in mentoring relationships was to "give something back and to pass on their learning to someone new as a way to help them along." A mentoring relationship between the experienced mentor and the less-experienced mentoree facilitated the sharing of knowledge and experience between the mentor and mentoree. It allowed senior mentors to share their experiences and the learning that was derived from the experience. Holly (ME) explained:

> *I feel I fell into that relationship quite easily because I remember first coming into my doctoral program, and an academic took me under her wing, which really helped; and when she left she told me that I should do this for someone new. I had benefited, and I should be responsible to pass on my learning to someone new. So when the new colleague arrived here, I stepped forward and offered to help in her orientation to the department and the university in general. (TQ, p. 63)*

Holly (ME) believed that her perspective as a junior mentor was beneficial to the new academic because, only recently, Holly had experienced the trials and tribulations of being "new," so the questions and struggles were vividly clear (TQ, p. 63).

Another mentor, Kathryn (MR), commented:

> *I had been involved in an informal mentor relationship early in my career and was pleased to be able to offer this to someone else. (TQ, p. 4)*

Also, Mandy (MR) recognized the success that she had had in her young academic career and explained:

> *I would like to pass on my experience and learning to others. (TQ, p. 56)*

Furthermore, Mandy (MR) emphasized:

> *I feel strongly about being able to pass that information along and being able to share it with people, so that we move ahead, instead of staying in a particular place. I see potential in people; I want them to achieve it, and I have a desire to help people. (TQ, p. 56)*

> *Thinking back to myself as a young academic, there were lots of pitfalls, things that could have been avoided. These were not all necessarily negative, but if I'd had someone showing me the ropes, it might have been easier. However, the mistakes that I made were probably good ones, and I learned a lot from them, but I did have people that I went to ask questions of. I wasn't shy to ask questions, where others [junior faculty members] may be. When I became [more experienced], I thought it was important to share your in-depth experience and knowledge with those who are new or junior faculty so they don't have to search for all of the answers on their own. (TQ, p. 54)*

Likewise, when Alyson (MR) was [in an academic position that was interconnected to other departments], she gained much awareness and insight into many other disciplines on campus. She mentioned:

> *Being [in that academic position] gave me understanding of internal departmental dynamics and other understandings that I think were helpful, and I would like to pass on the understanding to others. (TQ, p. 44)*

Furthermore, Jaime (MR) felt that it was important to share her learning of certain procedures with new academics, recognizing that some procedures are very basic, whereas others (student issues) are learned through experience, which a mentor may be able to clarify for the new academic. Therefore, Jaime expressed her desire to mentor, asserting:

> *Let's try to help them [junior faculty] avoid those conflicts [with students] if we can. (TQ, p. 53)*

Further to the desire to pass along learning to new academics, Alyson (MR) explained:

> *I've been through having to make my place [in academia] as a woman and being excluded from the networks, the old-boy networks. I want to help provide mentorship for women. I want to contribute to this effort [mentorship study]. (TQ, p. 44)*

Similarly to Alyson (MR), Mandy (MR) believed that it is important for females to role-model for other females. She acknowledged that males are also excellent and effective mentors for females but believed that men do things differently than women, and it may be more effective for women to mentor women.

A third dominant theme running through the discussion with mentors was the importance they placed on their ability to guide the new academic. Participants suggested the importance of the mentor to guide the new academic but not to produce a carbon copy of him/herself. The participants also asserted that it is important for the mentoring relationship that the mentor encourage the mentoree to decide his/her own professional path. The mentors should offer advice and support for the mentoree, but the mentor should not "tell the mentoree" how to proceed.

Mandy (MR) elaborated on how her mentor had encouraged and permitted her to

> *freely figure out how to do it, whatever it may be, utilizing my own strengths and not trying to create a "cookie cutter copy" of my mentor. She encouraged me to reach my potential and didn't try to produce a carbon copy of herself. (TQ, p. 54)*

Furthermore, regarding the mentor role, Mandy (MR) remarked:

> *You [as a mentor] are not creating another you. (TQ, p. 55)*

Similar to Mandy, Marc (ME) explained that his mentor did not try to influence him (to take on his perspective), but listened and offered perspective for Marc's consideration and own decision making (TQ, p. 14). The mentor needs to encourage the mentoree to develop, while remaining visibly close at hand if needed. The mentoree may desire to be "like" his/her mentor, but the mentor should encourage the mentoree's individual self-development.

Additionally, Charles (MR) discussed his manner of encouraging the new academic to find his/her own way. Charles explained:

> *I explained that I would not be telling her how to do things but would simply be sharing my experiences with her. By approaching the relationship in this fashion, it didn't make her [the mentoree] feel intimidated by talking to me. She felt*

> *comfortable because I was only sharing my experiences with her. I wasn't telling her to do it my way, only that this had worked for me, so why not look at it and see if you can apply it in some fashion that suits your style, to your own teaching? If you can, then that's terrific! Please feel free to do so. If not, then let's explore some other avenues. (TQ, p. 26)*

Furthermore, Charles (MR) clarified:

> *I stated that [they are each an individual, and just because something worked for him doesn't mean it will work for her] at the outset, and I think that's one of the approaches that really helped nurture our relationship as mentor/mentoree, so she was very comfortable interacting with me. (TQ, p. 26)*

Similar to Charles (MR), Mandy (MR) described how the mentoree came to observe Mandy teaching and then observed that she could not possibly teach like Mandy because she did not have such a *"boisterous personality."* Mandy was quick to explain that she was not suggesting that the mentoree should copy her teaching style but that she was providing a style that may help others find their own style. Mentoring can provide the opportunity to see things from another perspective for both the mentor and mentoree (TQ, p. 9).

Erin (MR) noted that in her mentoring experiences some people need a lot of coaxing and pushing to move them along, whereas others do not need much pushing at all. Therefore, her mentoring style must be adapted for each person and situation. Erin recognized that an effective mentor knows when to step back, allowing the mentoree to develop on his/her own (TN, p. 45).

Similar to the notion that the effective mentor "facilitates" rather than "tells" the mentoree how to proceed, Leslie (ME) noted:

> *Ken [the mentor] would always come back to me to make sure and ensure that I was making decisions from my heart and from what made sense for me, and not from what made sense for either the research team or his personal interest, or any other reasons. He took extra care and caution with saying, "Is this what you really want to do? Convince me you really want to do it." (TQ, p. 18)*

Leslie's appreciation of her mentor was rooted in the fact that her mentor insisted that she make decisions for herself. It was important to Leslie that her mentor not give her the impression that she had to please him in order to gain his support for her

decisions. Leslie believed that through their interactions, her mentor portrayed his underlying mentoring principles. Leslie felt that this was effective mentoring practice.

A fourth theme the participants described as motivation or rationale for being involved in mentoring relationships was simply the recognition that their personalities were conducive to helping others. The mentors described an intrinsic desire to help others. Some female mentors expressed a specific desire to help other females in particular, whereas others commonly expressed a desire to help the new academic, acknowledging the challenges when first beginning a career.

Mandy (MR) reflected and stated:

> *I feel drawn to mentoring. I look for potential in people and want to see people reach their desired potential.(TQ, p. 56)*

Similarly, Holly (ME) revealed:

> *I am a natural sharer of information, and I usually have something to provide. (TQ, p. 63)*

Additionally, Marni (MR) explained:

> *I am a friendly person, and mentoring is about befriending another person and offering advice. I like to help people. I really enjoy the helping aspect of what we do here. Yes, it's the intellectual work, but it is seeing people reach their potential. I saw myself as someone who has been here for a decade and could offer some advice. Some of mentoring is to remind people [new academics] that this happens to all of us, or this is typical, or that is nothing unusual and don't worry about it! (TQ, p. 56)*

Moreover, Alyson (MR) explained her keenness to help her new male, junior colleague. This was his first academic appointment, and Alyson worried that he might be overwhelmed with the multitude of responsibilities. Therefore, she wanted to do everything possible to make his learning and adaptation to his new academic position as smooth as possible (TN, p. 10).

In contrast to the intrinsic motivation to naturally share and to help others, Paul (MR) cautioned that for someone to be a mentor, it is important that they have certain characteristics of knowing *"how"* to help others (TQ, p. 48). This comment suggests that a person's knowledge of quality helping characteristics is not always equivalent to a

person's having skills or knowing how to "deliver" those helping characteristics for the benefit of others.

Additionally, Jaime (MR) expressed the importance of the mentor having *"more than one way"* to give feedback, recognizing the sensitivity of the situation when critical feedback must be given. Jaime further clarified this point, explaining:

> *One thing I had to develop was different strategies for giving advice. Some people, you can be very direct with your comments; whereas others, you have to be more indirect. As a mentor you have to be adaptable and be "in tune" with this person [mentoree], as you try to decide how this person will receive your feedback. You want to effect change and they [mentorees] want to improve or to increase their understanding, so you have to find ways to effectively give them feedback. (TQ, p. 26)*

Alyson (MR) explained that further to the stimulus for mentoring was her wish to share and know, along with affirming her own achieved knowledge. Subsequently, Alyson believed part of her mentoring ability came through a genuine interest in people. She clarified:

> *A wish to share and a wish to know. I was also thinking that it is also a way for me to affirm who I am and how I am fairing. What are my challenges? These conversations are really valuable to me. This is not a one-way relationship. It is a sort of self-affirmative thing that also prompts me to put a light, shine a light on what I do; otherwise, you tend to just do what you're doing. (TQ, p. 43)*

Mentor Characteristics

Further to the discussion of motivation for the mentor's involvement in a mentoring relationship was the discussion of the mentor's characteristics deemed necessary for building effective mentoring relationships. The participants reflected on their mentoring relationship experiences and proposed five factors relevant to the effectiveness of the mentoring relationship: (a) precise clarification of the mentor and mentoree role, (b) demonstration of listening skills, (c) ability to share yourself, (d) role modeling, and (e) the depth of the mentor's experience.

The first factor considered important to the effectiveness of the mentoring relationship was the need to precisely clarify the mentor and mentoree role in the relationship. This clarification can avoid misinterpretation by either the mentor or mentoree and more optimally create an effective relationship. The mentoring relationship

will be more effective when each person clearly understands his/her role in the relationship.

Specifically, Mandy (MR) noted that during team teaching a course with junior colleagues, it was important for the colleagues to understand that the teaching was a collaborative effort even though Mandy was the more experienced one. Mandy sensed their hesitation to be "really" involved in the discussion and planning, and they seemed to want her, as the experienced one, to take the major responsibilities. Mandy explained that the relationship among them changed when it was clearly expressed that Mandy perceived her role to be a co-learner and participant as much as they were. Additionally, because Mandy was older and more experienced, there seemed to be a sense that the junior colleagues felt evaluated in some manner, which was not the case. The clear and explicit discussion of each other's roles and responsibilities rectified the communication and collaboration between them during the teaching of the course (TN, pp. 13-14). Mandy revealed:

> *I was someone who was also involved to learn, but from years of teaching experience could offer suggestions and was not evaluating them. (TQ, p. 14)*

The second characteristic deemed necessary for effective mentoring relationships was effective listening abilities, for both mentor and mentoree. Karen (MR) explained:

> *I believe as a mentor, you have to listen and find out what they [the mentoree] want to know. I can get chatty, so I would have to monitor that to let them talk, since I wouldn't readily know their personality and how 'strong" they are to interrupt me or speak over me! So I would have to watch that. But I certainly don't want clones as grad students; nor would I want clones for junior faculty colleagues. If they were different from me, good; and if their personality seemed weaker than mine, I would have to be quieter to let them talk, which is hard for me! (TQ, p. 31)*

Jaime (MR) concurred:

> *A mentor should enjoy listening and have good listening skills—to really listen with your ears, eyes, and watch for nonverbal clues that may help in your providing guidance and feedback to them. (TQ, p. 52)*

Third, Jaime (MR) proposed that it was necessary for the mentor to be willing to share him or herself with the other person in the relationship. She suggested:

> *Sometimes, it's hard for someone [the mentoree] to really articulate their problem, and you [the mentor] need to pick up on what they're saying and what they're not saying, so you need good interactive communication skills with people, and it helps to be genuinely interested in people. I don't think just telling someone to be a mentor is a good idea because it isn't suited to everyone. (TQ, p. 52)*

> *And very importantly, as a mentor, you must to be willing to share "yourself" and share your mistakes and how you have been able to manage those incidences and what you have learned. You have to be willing to expose your bumps and warts, so to speak! (TQ, p. 53)*

A fourth characteristic of a mentor in a mentoring relationship to consider involves the element of role modeling. Charles (MR) discussed the importance of implicit or subliminal mentoring that occurred through effective role modeling. He commented:

> *I feel it is very important in the way you conduct yourself in your faculty, in your department, and the way you manage issues, maintain your teaching standards, your moral standards, and the way in which you interact with individuals within your faculty and across campus. I think people learn a lot from you in observing how you conduct yourself. (TQ, p. 52)*

The final factor considered important to the effective mentoring relationship was the depth of experience of the mentor. The traditional mentor was an experienced person who was older and more knowledgeable than the mentoree. In keeping with the traditional philosophy of mentoring, Jaime (MR) concurred that the mentor must be very experienced. In reference to mentoring a junior colleague for improvement of their teaching ability, Jaime (MR) felt it is important as a mentor to have had many years of teaching experience. When mentors are very experienced, they have numerous stories to share with the mentoree (TN, p. 53).

In contrast to the benefit of being experienced, Alyson (MR) illuminated the possibility that as the "experienced one," your inexperienced or new colleagues may perceive you as the "all-knowing one" and may feel intimidated to approach you. Alyson alerted experienced academics to this possibility. Furthermore, Alyson explained that because of her years of experience and senior status, junior colleagues occasionally perceived her to be the *"one in charge and they are not." (TQ, p. 43)* She felt that their perception placed her as an authority, of some sort, and she determinedly attempted to

dismiss this notion. Alyson did not see herself this way and did not want her junior colleagues to perceive her as such.

Another perspective of the "experienced one" came from Robyn (MR), who explained her situation of being the most experienced academic in the department, but who was only 13 years into her academic appointment. Robyn explained that she sometimes felt that she wanted a mentor, but within her department she was among the most experienced. Robyn explained:

> *Normally in academic careers, you don't get asked to play these roles until you've been here twenty to twenty-five years, but after all the retirements, I found myself with no one "ahead of me" to ask, "How do you do this?" It feels good to be able to answer these questions, but sometimes you wish the road ahead were a little clearer for yourself. You get tired of being positioned as the person that knows everything or has it all under control. We are all aiming for that, but it doesn't mean that I wouldn't like to ask a question or two. But, I mean, it's not a big problem. (TQ, p. 48-49)*

When Paul (MR) considered the process of mentoring for himself as a mentor, he viewed mentoring as a process of assisting someone with a specific task, not as a process for general "chit chat" and "coffee talk." If a colleague experienced some particular difficulty, he welcomed him/her to bring forth the issue to him, and together they worked to find solutions. He mentioned that many of these relationships have become friendships, but in the beginning they met for specific "task-fulfilling" purposes, not for friendship. He did not agree to simply meet once every two weeks for coffee and see what the junior academic might discuss, but rather, he met the junior academic "as needed," which was determined by the junior academic/mentoree (TN, p. 46).

Illustrating the Mentor's Role by the Mentoree

The mentorees described the characteristics and actions of their mentors that exemplified the effectiveness and importance of the mentoring relationship in relation to themselves personally and professionally. They mentioned that the mentor was very thoughtful and perspicacious; had insight to learning; was humble; connected them to other colleagues in the filed; didn't appear rushed and made them feel welcome; was genuinely interested in the graduate students; and provided perspective.

Pam (ME) commented:

> *He was a mentor, I suppose, all those years too. He's just a very, very thoughtful person, very perspicacious. (TQ, p. 24)*

Pam (ME) explained her male mentor's character as

> *someone who always has insight to learning. There are situations where I like to think there has been some give and take, that I've been able to do that, maybe as a friend. Over the years our relationship has gone from very traditional faculty-student to more of a mentoring relationship to where now maybe, as he prepares to retire, there is more equality in our relationship. The importance that he's had in terms of his mentor role to me is now mainly one of perspective and reassurance, and in some ways I don't think he'd be offended if I said I feel I have surpassed him in terms of technical details of teaching, and maybe in aspects of research and publishing.*

Leslie (ME) explained:

> *Ken is one of the most humble people I've ever come in contact with, and he tends to minimize his impact with myself and many grad students. (TQ, p. 25)*

Leslie (ME) discussed Ken's mentoring style as an advisor-mentor to graduate students. She stated:

> *He would invite me to conferences, and closer to my graduation time he would make certain to introduce me to various people. Also, the way he brought others and me into his own research and gives us credit for our contributions elevates us from perhaps traditional graduate students. I think this is mentoring. (TQ, p. 18)*

Leslie (ME) felt that

> *he has been a mentor to me in ways that he would not realize he has mentored me. (TQ, p. 3)*

One strong quality about Ken's mentoring style is that in spite of his workload, he never appeared rushed. Leslies affirmed:

> *When you go to meet him, he never appears rushed, and he makes you feel as if you are the center and most important person and you are bringing forward the most important issue of this century, sort of thing! I think he has that quality and certainly something I would love to replicate. He built the mentoring relationship and did things for my self-confidence and my motivation with what I was doing, which has implications for the program itself but also life generally (p 19).*

I would say he has been an extraordinary mentor from the perspective that if I am leaning toward a decision that he may not really support for me, he has never said, "Stop! Can't go there." He's willing to entertain it [my decision], which means he looks at me more as a person and not a former grad student or an academic. He sees more the person that's making tough life decisions. (p 19)

He never attempted to suggest or by behavior to take on a fatherly role. (TQ, p. 20)

Leslie (ME) added a few last comments regarding his mentoring qualities. She explained:

He has an interest in the relationships that his graduate students have with one another and does subtle things to link the students both during and after the program because he has so many students staying in contact with him. He becomes a center point where he can inform a student what is happening with another student, and through this discussion we are motivated by others' successes or linked to others for opportunities. I have learned how he values friendship and the need for friendship as we [graduate students/colleagues] go through the grind together. (TQ, p. 20)

Pam (ME) considered her mentor as a very influential person to her academic development and her process of becoming an academic:

He really put it all in perspective in relation to family, career, and life. He just has such a playful way of regaining some perspective. He always takes a sort of philosophical high road. He does things for reasons of integrity and rightness. He doesn't seek status or one-upmanship. He just isn't a game player. I value his mentorship in all kinds of ways, but one way in particular is the sense of "constant" that he embodies. He seems to hold a set of ideals that are a constant reminder of the little things. By no means does he help with the day-to-day things like how to set an exam, how to teach a class better. For those things, I've had a lot of help from Kate, my female [and similar aged] mentor. (TQ, p. 22)

Recognizing Their Role as the Mentoree

As the mentoree, Iris felt that her role was

to inform my mentor what kind of things that I wanted to know about and to let them know what I needed information about, rather than to just expect that they would know what I wanted. If I had questions, I wasn't shy about asking them. It was up to me to be direct in bringing up questions or asking for clarification and not expect that they would simply address them. (TQ, p. 60)

Benefiting From Participation in a Mentoring Relationship

Following the involvement in a mentoring relationship, research participants noted numerous benefits. The benefits were (a) increased understanding of academic politics and university structure generally; (b) provision of a familiar contact person; (c) facilitation meeting new colleagues; (d) provision of guidance and feedback on teaching techniques; (e) gaining of friends; (f) clarification of roles and responsibilities and validation of professional knowledge; (g) provision of warmth from "human contact"; and (h) generation of an "all-encompassing" good feeling and sense of community.

Increased Understanding of Academic Politics and Structures

Through discussion with his mentor, Marc (ME) increased his understanding of the university structures, both politically and geographically. Marc put together various pieces of his work-environment puzzle that he perceived or was experiencing. He felt that it was a reflective experience for his mentor and that his mentor gained *"a fresh perspective"* from Marc as they discussed politics and function of the institution (TQ, p. 64).

Provision of a Familiar Contact Person

Iris (ME) believed that participating in the mentoring relationship was definitely beneficial. She commented that, initially, having someone designated as her mentor seemed to give her an *"open invitation"* to ask questions. Iris commented that she did not feel that she was bothering her mentor because it seemed as if it was a *"right"* that she had from being in the mentoring relationship. She suggested:

> *It opened up that communication and at the same time, with formality losing its shape, then it also opened up the opportunity to ask questions without the formal mentorship structure. (TQ, p. 61)*

Facilitation for Meeting New Colleagues

Iris (ME) saw the mentor relationship as an opportunity to make new contacts with colleagues. The mentor helped introduce her as the new academic to other colleagues. She also felt that in the busy life of an academic, mentoring pushed her to meet with another colleague, the mentor, and it provided an opportunity to learn new

things from another person, as well as to learn about people in her own department or other faculties or departments. Prior to beginning the mentoring relationship, Iris speculated that the benefits would be concrete, specific things; whereas now she recognized the other, less tangible benefits from participating in mentoring relationships (TN, p. 61).

Through being a mentor:

You gain new contacts which can be difficult to establish otherwise. (Robyn [MR], TQ, p. 50)

Fern (MR) commented:

> *The [formal] mentor relationship was enjoyable, even though it was brief, in that it provided the opportunity to meet a new colleague.(TQ, p. 41)*

Additionally, Marni (MR) explained that mentoring facilitated meeting someone new who was from a different area of the university (TN, p. 57).

Provision of Guidance and Feedback on Teaching Techniques

Iris (ME) believed that the mentoring relationship was very effective for gaining information about the teaching aspect of her academic role. She explained receiving tips about what works well, including technical information about teaching. Additionally, information that she received from her mentor included what to use in the classroom, how to teach different-size classes, how to organize a course outline, and different ways to do evaluation/examination and assignments for the course:

> *Just to talk to someone about that [teaching processes, etc.] was very useful. (Iris [ME], TQ, p. 62)*

During the mentoring relationship, Kathryn (MR), who was the mentor, felt that she had benefited from her involvement in the relationship, noting:

> *It was really a treat to talk about those things [teaching process and experiences] with her. (TQ, p. 3)*

Furthermore, Kathryn (MR) clarified that mentoring provided the opportunity to gain some feedback or comments about her own teaching experiences while she helped a new academic. The conversations were not just about new academic's issues but, rather, as Kathryn explained:

> *The conversations were a give and take as with most conversations. It [mentoring] was easy. I enjoyed it. I found it really interesting and quite stimulating. I really appreciated the excitement that she [the mentoree] brought to her new job and her university teaching. I think there is a kind of revitalization that comes with that, so I enjoyed the energy from her. (TQ, p. 42)*

Gaining Friends

In Robyn (MR)'s reflection regarding what she had gained from mentoring junior colleagues, she explained:

> *I have gained a lot. Friends, for one. It is, as you mentioned, that we get so busy, time slips by, new people arrive, and if you don't make an effort to make contact, years can go by and this person is still someone you just say hello to in the hallway.*

The mentoring relationship provided a new friend for Karen (MR), who was a mentor. Karen remarked:

> *She's thirty; I'm fifty-three. She has a baby; I have grown adult children. I'm not sure I would've been as good friends with her if we hadn't got into this mentoring relationship. I think we would've been good work colleagues, but I don't think I would be a friend where we would call each other for lunch or shopping. Our relationship in many respects is more of two colleagues, two equals, two friends, and two people who know how to share issues. (TQ, p. 40)*

Clarification of Roles and Responsibilities and Validation of Professional Knowledge

> *It is also useful to know that you do " know things." It is good to have that [your knowledge] reaffirmed. (Robyn [MR], TQ, p. 50)*

Similarly to others, Alyson (MR) commented that her participation as a mentor was not *"a big undertaking at all"* but was very rewarding (TQ, p. 44). Alyson elaborated:

> *It's [the mentoring relationship] clarified some things for me, about my own path. Reflecting on my own early experiences, I valued seeing her [the mentoree]. It's kind of like a mirror. I mean, seeing how she is coping, the kinds of initiatives she's taking, the views she has, and the way she thinks has been valuable for me to experience. She offers another perspective on how to live life in our profession and as a woman. I find that very valuable, and I've also learned about her field of work. Our departments have now started some collaboration, interdisciplinary work. (TQ, p. 44)*

There have been some instances where the mentoree grew beyond the mentor, and Erin (MR) was able to take a secondary role in a project, which she really liked. Erin enjoyed seeing them succeed, knowing that they could do it! Erin recognized that part of being a mentor was knowing when to step back, allowing the mentoree to develop on his/her own (TN, p. 45). Holly (ME) explained:

> *Those who did not receive that type of mentoring—who were left to 'flounder' a bit more during doctoral studies—were less successful with interviewing, grants, etc. And the upshot of that is that those students who received mentoring now see the value in it and will strive to foster that type of info sharing with their own students [and other colleagues] as well. (TQ, p. 38)*

Provision of Warmth from "Human Contact"

Mentoring provided warmth through human touch, in an otherwise "cool" structure. Marc (ME) felt that the mentor's role is important to the new academic, if only to provide a "human face" within the immense institutional structure of walls and concrete. The mentor brought Marc out of his department cubicle:

> *Meeting a face, within this environment, is very, very important. (TQ, p. 64)*

Generation of an "All-Encompassing Good Feeling and Sense of Community

Robyn (MR) revealed the following story addressing how she felt about mentoring.

> *The reason I would do it all [mentoring] is because, for me, it's really crucial that your workplace feels like a place I can come to and feel connected. That it is not just a little office, my spot where I work and that's it. It's important to me to feel connected for my own sanity. Mentoring has done that for me. When I came here there was a real generational split between myself being new and those who had been here for twenty-five-plus years. So it was kind of like, Go about your business. They were ingrained in their patterns and were not really welcoming. I wouldn't want to be part of that cycle that reproduces itself. We are going through massive change, and we need a healthy department to work properly. You've got to find mechanisms where you feel like a group of people who can talk to one another, disagree, whatever, but at least exchange information and ideas. It helps me to do something I feel is important at the institutional level, but also personally. I like the people I talk to, and I've gained good friends too. It's hard to quantify what I have gained. It seems a bit intangible. (Robyn [MR], TQ, p. 50)*

> *I can remember for me, when I started, that it was important to meet women in other departments. I joined the Academic Women's Association then. It's funny, I don't need it as much now as I did then, and so you move on. It seems that the university does need to have several mechanisms that get people out of their departments and connecting. There needs to be all of these things, new faculty orientation, department mentoring, planned mentor programs. This can make you feel like you are a part of some-thing; otherwise, it's just walking into your classroom, having student contact and socializing a bit, then walking back to your office. I guess for some people it works; it doesn't work for me. I do think mentoring is a useful addition to that connection to other people. You need to be able to share. It is hard to put my finger on what I get from it [mentoring], but I guess I do get that sense of community. (Robyn [MR], TQ, p. 51)*

Moreover, Karen (MR) expressed what she gained from the mentoring relationship:

> *Oh, the best part is the whole thing! I mean, obviously, I've done more with grad students than colleagues, but I think I've learned more from them than anybody else on earth except maybe my children. To me they all fit in the same category. You learn all kinds of different things as they take you down paths you don't know you are going and do things you would not have done otherwise. You often work harder to do things to help others. (TQ, p. 41)*

Lastly, Leslie (ME) recognized her mentor as an exemplary person who she aspired to emulate. Leslie sighed, showing an overwhelming appreciation of her mentor when she revealed:

> *Just for the person that he is; he is important to me. (TQ, p. 66)*

Mentoring Relationship Challenges

One challenge or difficulty in mentoring relationships was when the relationship was experienced as a one-way flow of activity from the mentor to the mentoree. Erin (MR), who was a mentor, felt that mentoring relationships were primarily unidirectional relationships. She did not see much, if any, reciprocity for the mentor in the relationship and believed that the mentor gives and gives, but the mentoree does not give anything in return. Erin felt that when the mentor asks for something in return, two things typically happen. Either the relationship evolves to a more collegial, collaborative relationship or the mentoree cannot rise to the challenge of reciprocity, and the relationship ends. Erin felt it is rare, if ever, that the mentor receives direct recognition for his/her role as a

mentor, either from the mentoree or from the university (employer). Occasionally, she received feedback indirectly, and rarely received direct feedback. She maintained that somehow the mentoree should find a way to continue acknowledgement of the mentor (TN, p. 44).

Marc (ME) elaborated on the challenge in mentoring relationships, recognizing that with mentoring come risks. However, he believed that the risks could be hindrances or could create opportunities for learning and enrichment. Risks may come from *"differences"* in race, political orientation, gender, or theoretical inclinations. However, Marc proposed that if the mentor and mentoree were open-minded people, *"difference"* could provide an opportunity for new learning as the *"differences"* between them are shared and discussed (TQ, p. 65). Moreover, Marc pondered the likelihood of creating stress in the mentoring relationship if people did not see the *"differences"* as learning opportunities but found the differences created tensions (TQ, p. 65). Marc remarked:

> *You definitely don't want stress in your mentoring relationship because there is enough already [in your work environment]. (TQ, p. 65)*

Holly (ME) had not experienced any difficulties in mentoring relationships in her department. However, as a graduate student at a different university, she noted that difficulties surfaced when mentoring was not seen as a benefit; consequently, conscious thought was not applied to developing mentoring relationships (TN, p. 37).

From a mentoree's perspective, Mandy (MR) experienced the situation in which the mentoree *"outgrew"* the mentor, and when Mandy ended the relationship, difficulties arose (TQ, p. 56). She perceived that the mentor thought that she was being disrespectful in leaving the relationship. From this experience, Mandy compared mentoring to parenting, suggesting the importance for the mentor and mentoree to know how to *"let go"* of the relationship (TQ, p.56). She maintained:

> *The mentor needs to be like the parent who is able to eventually let their kid fly on their own and be able to say good for you. (TQ, p. 55)*

Furthermore, Mandy (MR) wondered if there was a particular time when the mentor should initiate a *"graceful exit."(TQ, p.56)*

Another difficulty in the formally arranged mentoring relationships was the matching or pairing of mentor and mentoree. Richard (MR) described an experience in

his department in which the chairperson attempted to introduce a formal mentoring program in which junior or new faculty were assigned to a senior professor who was supposed to mentor them. Richard explained:

> *This was a total failure. The automatic assignment just didn't work. There was no relationship between them, so they never met, or most just didn't click if they did meet. (TQ, p. 40)*

Additionally, Robyn (MR) discussed an experience in which she was assigned to mentor a new male colleague. The two of them met only once. Robyn explained:

> *We met once and we talked very matter-of-factly. We had one very lengthy meeting where he had a list of questions and we discussed them. There seemed to be no desire for a more regular meeting. He had his questions and I answered them, and that seemed to take care of his needs. I don't know if men who have mentored men have different procedures [for mentoring]. (TQ, p. 32)*

Robyn (MR) speculated,

> *My assumption [about the brevity of the relationship] is that I answered the questions, and either I answered them very well, or it was clear that my take on things was too different, although I don't really think that as we continue to work well together, are very cordial to one another, and ask questions of each other. (TQ, p. 32)*

CHAPTER 5

SITUATING THE TRAVELER'S EXPERIENCE WITHIN THE EXISTING LANDSCAPE: A DISCUSSION

"my father moved through theys of we,

singing each new leaf out of each tree

(and every child was sure that spring

danced when she heard my father sing) ..."

(E. E. Cummings; as cited in Mitch Albom *[1997], tuesdays with Morrie)*

. . . I hope.

I tried to take the leaves from the trees,

re-assembling, re-shaping

creating a new concept within the branches.

By: Sharon

Introduction

This study explored meanings of the mentoring-relationship experience between senior and junior academics (the travelers) in higher education (the landscape). Beginning from the informal and formal initiation of the mentoring relationship, the journey continues through the phases of the relationship, diverging to cross-discipline and within-discipline mentoring arrangements between senior and junior academics. From this point, the path turns to a discussion of specifications for the travelers to consider for building mentoring relationships. Further along in the chapter, the discussion concludes with the benefits attainable for both the participants and the institution from participation in mentoring relationships.

Discussing The Pathways For Mentoring Relationships

The following section discusses formally and informally initiated mentoring relationships between academics in a higher education setting as described by the research participants. In this research study, mentoring relationships developed between senior, experienced and new academics through formal and informal arrangements. The process is represented in Figure 4.1.

When a formal mentoring relationship was initiated, it involved the cooperation of a person "outside" of the relationship or an organization to bring the mentor and mentoree together. All 11 of the formally initiated mentoring relationships were organized after the new academic, hence the mentoree, requested a mentor. This request was made to the planned mentor program offered through the university or the request was made to the department chairperson, who made it known that mentoring-relationship arrangements were available within the department.

When any of the seven informal mentoring relationships developed, it was more often the mentor who initiated the relationship; however, three mentorees self-initiated the mentoring relationship with a senior colleague. When mentors initiated the relationship, they recognized the mentoree as new and offered to generally assist them. Luna and Cullen (1995) noted that when the mentor initiates the relationship, he/she might notice the new academic because of the mentoree's achievements. The mentor may

observe for a period before initiating the relationship, and once the relationship is initiated, the mentor takes a leading role in cultivating the relationship (p. 27). This literature was supported by this study; that is, the self-initiated mentor also accepts a leading role.

On the occasions in an informal mentoring relationship when the new academic approached the senior academic and requested mentoring, the new academic was always acquainted with the senior academic and aware of his or her personal knowledge and experience. Charles (MR) and Paul (MR) shared their experiences when new/junior faculty approached them for mentoring. Both of the senior academics were very "visible" people within their respective departments and well noted across the university in general. They were both recognized for the depth of their experience as academics and for generally giving their support and guidance to junior academics and other colleagues. Therefore, new and junior academics frequently asked them for mentoring because they were two very "visible" senior academics. Similar to the new academics who sought out Charles and Paul, Knight and Trowler (1999; as cited in Mullen & Forbes, 2000) reported that "new faculty basically induct themselves into their academic role. . . . They report 'finding friendly colleagues' who act as mentors" (p. 32).

In formally developed mentoring relationships, the person who identified a need—namely, the new academic—initiated the relationship. For instance, all 11 new or junior academics from this study requested mentoring for reasons cited as (a) improvement of teaching techniques and course organization, (b) understanding and preparation for tenure process, (c) understanding of university politics, (d) the opportunity to meet new people, and (e) general understanding of academic roles and responsibilities.

Erin (MR) believed that to initiate either formal or informal mentoring relationships, new/junior academics would have to be very assertive people. In particular, she felt that the new academics would need to be even more assertive if they were requesting a mentor from a different department or a faculty person with whom they were not already acquainted. Consequently, a relationship between the new/junior and senior academic would not presently exist, whereas if new academics request a mentor from within their own department or with an existing faculty acquaintance, it may not be

necessary to be such an assertive character to initiate the mentoring relationship (TN, p. 45).

Mullen and Forbes's (2000) research of untenured faculty—namely, new or junior faculty—concurred with the concept that junior academics must be assertive to establish mentoring relationships with senior colleagues, and particularly if they are not already acquainted (p. 39). Furthermore, these authors reported "the more advanced untenured faculty actively searched for and often succeeded at establishing beneficial collegial relationships with a few senior colleagues" (p. 39). Similarly, Mullen and Forbes reported a case in which a "proactive new faculty member, whose adjustment [to academia] was noteworthy, had been able to bridge the transition from graduate student to faculty through self-established mentoring relationships within her department" (p. 41).

Both of these incidences reported by Mullen and Forbes (2000) described assertive, proactive, and/or more advanced junior academics, implying more experienced but not yet tenured academics, who were successful in building mentoring relationships by themselves without formal mentoring programs. Similar to the research findings of Mullen and Forbes, Kochan and Trimble (2000) also suggested that the effective groundwork for initiating the mentoring relationship was attributed to the proactive stance taken by the mentoree (p. 25).

Prior to discussing the four phases of the mentoring relationship, the changing environment in academia will be considered as it provides the context for where the relationships occur.

Changing Environment Within Academia

Darwin (2000) proposed that two major changes in the workplace have impacted the way mentoring is defined and utilized today. The two changes are advances in technology and an embracing of diversity. Advances in technology have greatly impacted the way we work in academia. Secondly, women and people of "other" ethnicities now make up the composition of people in the academic environment (p. 200). Similar to Darwin, Kerka (1998) suggested that the traditional mentoring paradigm is being impacted by "new forms of work, technology, and learning" (p. 1).

The research setting for this study is a higher education institution that is known to be embracing advancing technology and academic diversity. For instance, Marni (MR), Richard (MR), and Marc (ME) commented on the changing demographics at the university over the last 20 years in relation to increased hiring of women and minorities, which modified the general operating dynamics of the academic institution. They discussed the changes in academia and the complex challenges confronting academics in this time period. Marni (MR) commented:

> *Twenty or more years ago, the emphasis was on teaching. Then there was a real crunch for quality researchers, and new hires had to be "real" researchers. I think there is backlash to that now as academics declare, "We are more than research here." (TQ, p. 58)*

Richard (MR) explained:

> *Today's academic world is much higher stress and work load. I mean the demands of higher teaching loads, class sizes, other teaching demands, new technologies, and higher expectations for quality research. However, with limited resources, an academic has to hustle industry and granting agencies, so this has changed their academic lives! (TQ, p. 3)*

Marc (ME) maintained:

> *Mentoring is about education. I don't see a lot of support for educational processes at this university. University supports instruction, not education. (TQ, p. 65)*

These comments provided by the research participants revealed a concern for the environment in higher education, how it has changed and, consequently, the challenges presented.

Furthermore, the higher education location of this study is known to be facing challenges and changes similar to those of many other higher-education institutions. Consequently, Marc (ME) expressed concern for an academic's survival within such a "*byzantine*" environment, as he referred to it (TQ, p. 65).

The university professor is challenged by the demands of the changing student body and the demands of the institution for them to produce quality research. Nixon (1996) concurred that "the changing student intake has placed an emphasis on the need for pedagogical and curriculum change and consequently on the professional identity of the university teacher as 'teacher,' capable of developing and marketing innovative

programs." Concurring with Richard's (MR) observation of academics at this research institution, Nixon further added that "the changing conditions of the academic workplace have placed a premium on the university teacher as 'researcher,' capable of attracting external funds within an increasingly competitive research culture" (p. 7).

Additionally, similar to many other academic researchers, Luna and Cullen (1995) recognized, "Education is experiencing economic, social, cultural, and political challenges, and higher education institutions are not immune from the questions and demands posed by consumers, taxpayers, and governing bodies" (p. 3). Furthermore, the authors proposed, "The general challenge can be characterized as the expectation for quality higher education with fewer dollars and other limited resources" (p. 3). In consideration and support of this overall scenario at the university workplace, it is not difficult to understand why many academics, both junior and senior, seem uninterested in mentoring relationships. How and where can mentoring or "co-learning" relationships fit into this complex and challenging scenario of higher education in the year 2000 and beyond?

Presenting The Mentoring Relationship Phases

Once the informal or formal mentoring relationships were initiated, they commonly followed the same pathways through initial beginnings, preparing, and sharing activities. Moreover, after participating in specified activities for a period of time, the formal relationships diverged to the point where the mentor and mentoree (a) became friends, (b) maintained a collegial relationship and only met as needed, or (c) ended the relationship. In contrast to the formally developed relationships, the informally developed relationships diverged into (a) a deeper friend relationship, or (b) a continuing collegial relationship, but met only as needed for specific guidance and advice. None of the informal relationships in this study had ended.

Kram (1985), Cohen (1995), and Zachary (2000) proposed frameworks outlining the progression and development of mentoring relationships through phases or cycles (See Figures 2.1, 2.2, & 2.3). In contrast to these frameworks, the mentoring relationships in this study differed in the lack of preparation early in the relationship by the mentor and mentoree. Additionally, in the relationships in this study, there were minimal to no

specific guidelines for the relationship, but rather the relationship developed mutually between the participants. Therefore, even though the initiation was a "formal" introduction between the senior and junior/new academic, the ensuing relationship was much less formalized in comparison to the frameworks proposed in the literature. Consequently, there were four phases in this study's mentoring relationships, which were (a) initiating, (b) preparing, (c) sharing activities, and (d) redefining or ending. However, the second phase of preparing was minimally visible in any of the mentoring relationships in this study but was included as a phase since some participants reported some preparation activity.

The frameworks proposed by Kram (1985), Cohen (1995), and Zachary (2000) are available as mentoring guidelines for people who want to more strategically "plan" mentoring programs. For example, the programs usually require a facilitator who is monitoring, prompting, and assessing the relationships as they develop; hence, there is more "administration" by an outside person. These frameworks propose relationship-building activities and other considerations for developing an effective mentoring program.

It is not surprising that the relationships in this study did not closely resemble these proposed frameworks. All of the mentoring relationships in this study were very loosely organized even though many of them were formally initiated. Other than the involvement of an external person who first arranged the meeting of a mentor for the mentoree, there was minimal involvement or participation past that point. Therefore, each relationship progressed and developed with little to no guidance from any other source. In this regard, the formal relationships often resembled the informal relationship except that they did not naturally "find" each other.

Guiding Note

Table 5.1 is provided as an orientation to the phases in the three mentoring models proposed by Kram (1985), Cohen (1995), and Zachary (2000) and the phases identified in this mentoring relationship study (Compton, 2002). The table is intended to assist in the understanding of the terms used in each framework and the overlapping

similarities in the phases. The phases are discussed in the following sections of this chapter.

Table 5.1

Presentation of Mentoring Relationship Terminology

Phase	Compton	Kram (1985)	Cohen (1995)	Zachary (2000)
1	Initiating	Initiation	Early	Preparating
2	Preparing	Cultivation	Middle	Negotiating
3	Sharing activities	Separation	Later	Enabling
4	Ending/redefining	Redefinition	Last	Closing

Phase 1: Initiating

Kram (1985), Cohen (1995), and Zachary (2000) outlined the beginning phase of the mentoring relationship, and identified phase 1 as initiation, early phase, and preparation, respectively. In this study, initiating the relationship occurred informally or formally as was described in Chapter 4, Presenting Pathways for Mentoring Relationships.

Phase 2: Preparing

In the relationships in this study, there was minimal to no preparation or negotiating upon commencement of the relationship. Consequently, the mentor and mentoree jumped quickly into "mentoring" activities as identified by the mentoree or as discussed between the mentor and mentoree. In contrast, the models discussed by Kram (1985), Cohen (1995), and Zachary (2000) all propose guidelines for more active participation in activities in preparation for a mentoring relationship.

I believe there was minimal preparing prior to any further development of the mentoring relationship because specific guidelines or suggestions were not provided to any of the participants. Consequently, the relationship developed and expanded based on

their past knowledge and experience in mentoring relationships rather than from the guidance of a particular model.

There were a few examples in this data involving limited preparing for the mentoring relationship by the participants. These examples of preparing for the relationship included (a) to clarify expectations for their (both mentor and mentoree conducted this) role in the relationship, (b) to provide a list to the mentor of what he/she (the mentoree) wanted to discuss, and (c) to very generally review university and faculty policies, most specifically in relation to tenure and promotion guidelines (TN, pp. 3, 27).

Paul (MR) noted that it was not necessary to prepare in any way prior to initiating a mentoring relationship. In fact, he stated that he was opposed to any notion of purposeful character assessment or development as a means to prepare prior to mentoring. He stated that he does not consider himself a philosopher but believed that he had considerable academic experience and was willing to help new academics however needed. He was clear that his role in the relationship was not as a "coffee-drinking" colleague, but rather to assist the junior colleague with specifically defined tasks or issues (TN, p. 48).

After initiating the mentoring relationship, Iris (ME) commented on the importance of the mentoree's clearly expressing specific needs to the mentor. She felt that this explanation provided a clearer path for the mentor's understanding of the needs of the mentoree. When the mentoree does not have clearly identified "needs," the mentor usually begins the relationship with general discussions of how "academia" is going for the mentoree, and needs/issues may surface from this general discussion that the mentor and mentoree can work on together. When Marc (ME), a junior academic, new to this university but not new to academia, met with his suggested mentor, he did not have any identified "needs" or agenda. After their first "coffee" together, they discovered shared interests. Marc recognized the mentor's depth of experience in relation to the university's policies, procedures, and politics and felt that a relationship with this man could be very beneficial for "learning the ropes" within his new environment (TN, p. 64).

In support of this needed communication between the mentor and mentoree, Harnish and Wild (1994) suggested that the mentor ask the mentoree to identify needs prior to progressing very far into the mentoring relationship (p. 193). Harnish and Wild

found that this collaborative approach seemed to help reduce any threat perceived by mentorees and enhanced their skills in assessing their own professional development (p. 193). Similar to Harnish and Wild's suggestion, the participants in this study commonly described discussing the needs of the mentoree early in the mentoring relationship.

Phase 3: Sharing Activities

The mentor and mentoree participated in a range of activities together that included very pragmatic things to general, supportive-type discussions, to very specific activities pertaining to the mentoree's professional role as an academic. In some instances the relationship began with the mentor and mentoree discussing very pragmatic, need-to-know types of things, but then the relationship progressed to include more in-depth discussion or completion of tasks.

Apart from the tangible activities described by many participants was the recognition of less-tangible activities that the mentor facilitated for the mentoree. For example, Leslie (ME) noted that her mentor had "opened doors" in her research area by introducing her to colleagues in the field and inviting her to professional conferences. Leslie revealed that her mentor had facilitated her understanding and further development of her decision-making process. Through discussions and time spent with her mentor, Leslie came to better understand herself and her decision-making processes, which helped her when faced with critical decisions (TN, p. 20).

Additionally, Holly (ME) commented on a similar experience to that of Leslie (ME) in which her mentor facilitated the introduction to colleagues, as Holly was new to the university. Holly's mentor helped initiate networking with new colleagues, which more readily eased Holly into her new environment. Sands, Parson, and Duane (1991; as cited in Wheeler & Wheeler, 1994, p. 95) and Sloane-Seale (1997) identified the role that a mentor can provide in networking for the new/junior academic (p. 54).

Furthermore, the mentoree participants reported considerable appreciation of their mentors for assistance in understanding and managing student issues. Student management is often challenging for the new academic, but with the guidance and

consultation of a mentor, the new academic may be able to resolve student issues with lessened stress (TN, p. 47).

More specific activities that were facilitated by the mentor pertained to (a) teaching techniques and development, (b) guidelines for preparing for promotion and tenure, (c) writing grant applications, and (d) organizing professional publications and presentations. Similarly, Cohen and Galbraith (1995), Harnish and Wild (1994), Jackson and Simpson (1994), and Luna and Cullen (1995) discussed the valuable role that a mentor can provide by assisting the mentoree with the many tasks and responsibilities as a new academic.

The activities between the mentor and mentoree took on a different shape when the mentoree had had some prior academic experience and, consequently, was not a new academic, but a junior academic in a new environment. The activities were often more specifically defined by the junior academic because of the prior academic experience. Therefore, the needs of the junior academic were more involved and beyond the basic "how to" questions more often posed by the new academic. Alyson (MR), who was a mentor, found that the conversations with the mentoree who had had previous academic experience tended to be much more complex beyond the day-to-day issues in academia (TN, p. 42).

The formal mentoring relationships tended to be more specific in their functions than the informal relationships. The mentor and mentoree in an informal relationship more often reported having general discussions pertaining to balancing life and career, whereas participants in formal relationships more often reported having discussions involving specific activities; hence, more "how-to" type of discussions. Particularly, Jaime (MR), who had experienced both formal and informal mentoring relationships noted the increased "affective" component in sharing relationship activities between the mentor and mentoree in the informal relationship in contrast to her experience in a formal relationship. She asserted, *"The depth just wasn't there"* (in the formal relationship) (TQ, p. 29).

In the formal relationships, the participants were minimally or not at all previously acquainted, so it was understandable that their initial discussions focused more on "professional" items. In contrast, the participants of informal relationships were

acquainted and in the same discipline, so their initial meeting was often over coffee and more social. However, the participants in the formal relationships revealed that the discussion deepened when the relationship expanded, and the mentor and mentoree came to better know and understand each other, similar to other personal relationships.

Luna and Cullen (1995) revealed that mentoring relationships change over time. In the beginning of the mentoring relationship, the mentor and mentoree often focus on career functions (professional element of "care"), but with time, the interpersonal element of caring is also evident (p. 24). The authors noted, "As the full range of support is realized, greater intimacy and satisfaction are experienced in the mentoring relationship" (p. 24).

A formal mentoring relationship became informal when the mentor and mentoree met and discovered similarities, both professionally and personally. Consequently, the mentoring relationships in this study frequently became more representative of an informal mentoring relationship. In the instances in which formal relationships did not change, the participants reported a lack of similarity between them, professionally and/or personally. However, the formal relationships continued for 6 to 18 months to complete task-specific functions, but then completely ended or continued on an "as-needed" basis, which was reported as infrequent. There were two formal relationships that ended after only two or three meetings because either the mentor or the mentoree perceived no need to continue.

Phase 4: Ending or Redefining

In this study formal relationships (a) endured as friendships, (b) continued on an "as-needed" basis, (c) lasted for 6-18 months, or (d) were very brief encounters involving two or three meetings. In contrast, all of the informally initiated mentoring relationships were ongoing. There were no difficulties reported when any of the formal mentoring relationships ended. Zachary (2000), Cohen (1995), and Kram (1985) suggested the importance of discussing how the relationship will end, early in the relationship. This early setting of the relationship parameter provides "a way out" for both mentor and mentoree if required. Jaime (MR) expressed the importance of having an "opting-out" clause in the information letter that introduces the formal relationship to the mentor and

mentoree. The information provided in this study by the planned mentor program includes a statement of "how to opt out of the mentoring arrangement."

Ambrose (2002) found that formal mentoring relationships typically came to an official end point that was previously agreed upon at the initiation phase of the relationship. However, Ambrose noted that actual mentoring might still continue (p. 54). It was common in this study for the formal lines of the formally initiated relationship to fade, and mentoring to continue in one of two ways. Either the relationship took on a "friendship" appearance or the relationship continued as a collegial relationship in which the mentor and mentoree contacted each other on an "as needed" basis.

In the formal mentoring relationships that endured as friendships, the mentor and mentoree commonly shared many personal and professional characteristics, whereas in the formal mentoring relationships that continued only "as needed" or for specific kinds of help, the mentor and mentoree shared professional characteristics, but typically the personal connection was lacking. They were professional colleagues but not social colleagues.

Moreover, in the formal mentoring relationships that completely ended, although the mentor and mentoree were both academics, there was minimal personal connection. In these formal relationships that ended, a personal or social element in the relationship had never appeared. A professional relationship existed for very specific and defined purposes in relation to the academic workplace.

In the informally developed mentoring relationships, a social element was commonly initiated at the time the relationship was initiated. It was common for the experienced academic to take the new academic for lunch or coffee as a way of beginning the relationship. Furthermore, the circumstances in the informal relationships involved two academics who were usually in the same department, and frequent contact and association were possible and added to their shared familiarity.

In the informal mentoring relationships that endured as collegial relationships where the two met for specific or "as-needed" purposes, a social element had not developed. The relationship was collegial and professional but not social.

Cross-Discipline or Within-Discipline Mentoring Relationships

The formal mentoring relationships included cross-discipline and within-discipline arrangements between the senior and junior academics, whereas the informal relationships in this study developed only between two academics within the same department.

As was discussed earlier, the new/junior academics initiated all formal mentoring relationships. When the new/junior academics requested a mentor, they either asked for (a) a mentor from a department external to their own (cross-discipline arrangement), or (b) a mentor from within their department/faculty, or (c) no directive or preference was provided.

The participants in formal mentoring relationships had varying opinions regarding mentoring relationship arrangements that were within- or cross-discipline/department arrangements. In support of cross-discipline mentoring, participants believed that the distance created openness and freedom for their discussions. The distance removed the politics that may have been more evident if they had both been from the same department.

However, the participants also proposed that the situation of "unfamiliarity" created by the cross-discipline arrangement might create undesirable distance in the relationship. Generally, an academic understood the mentoree's issue/concern based on "familiarity" across academic disciplines; however, particular or specific nuances in understanding the issue/concern may be missing. Some participants felt that this was beneficial, whereas others disagreed and believed that they were less effective in the cross-discipline relationships when they did not know the specific details of the situation. Still others favored being removed from the situation and felt that distance allowed them to be more objective in discussions.

In support of arranging mentoring relationships between academics from different disciplines or departments, other researchers found that "protégés in different disciplines were more open with their mentors" (Boice, 1992; as cited in Luna & Cullen, 1995, p. 32). Furthermore, "cross-discipline mentoring for solving problems and collaboration resulted in renewed professional growth and teaching effectiveness" (p. 32).

Mentoring in cross-discipline mentoring relationships also provided the opportunity to meet someone external to the discipline. Kathryn (MR) and Marc (ME) appreciated this opportunity to meet someone external to their discipline and preferred this arrangement because it provided access to someone outside their area. Marc explained:

> *They had access to colleagues in their own department, and the formal mentoring arrangement, provided the opportunity to meet someone from a different discipline. (TQ, p. 7)*

Furthermore, the mentor and mentoree shared many similarities such as their academic roles and responsibilities even though they were from different disciplines. Mandy (MR) felt that both informal and formal mentoring relationships were important but that it was more appropriate to build informal linkages with colleagues in one's own department and to arrange or plan cross-discipline mentoring relationships more formally. In essence, she noted that informal linkages are constructed more simply within one's department, while formal linkages are required to arrange cross-discipline mentoring (TN, p. 14).

In general, the arrangement of cross-discipline formal mentoring relationships was supported. To reiterate, the formal mentoring arrangements in this study were very loosely organized between the senior and junior academics, creating a high degree of informality in many of the relationships. The formal relationships were not mandated in any way, and no significant effort was made to match the mentoree with a mentor. For example, personality self-assessments were not completed prior to recommending a mentor for a mentoree, which is a method used in the literature that discussed formal mentoring programs and relationships (Cohen 1995). The formal relationships in this study involved a new or junior academic requesting a mentor from the planned mentor program or from his/her department where mentoring programs/arrangements were available. In this way, the new/junior academics basically requested a mentor from within or outside their department and sometimes requested male or female; and if the new academics were female with children, they may have requested a female mentor with children. Prior to suggesting a mentor for a mentoree, these minimal inquiries were made by the initiator of the relationship.

In contrast to supporting cross-discipline mentoring relationships, Paul (MR) believed that being within or outside the department of the other person in the relationship was of limited concern if the mentor had significant academic experience. Consequently, through mentoring, he felt that he had plenty to offer to a new/junior academic from any discipline. He believed that given the many similarities in policies and procedures across disciplines, a highly experienced mentor could be effective regardless of the discipline (TN, p. 46).

Furthermore, Erin (MR) supported the development of mentoring relationships only between academics who are within the same discipline. She felt that being in the same discipline generated the only "true" possibility for mentoring between two academics. She felt that a mentoring relationship could not develop if the mentor and mentoree were from different disciplines. Subsequently, this participant did not support or "believe in" any type of arranged or planned mentoring and believed only in naturally developing mentoring relationships (TN, p. 7).

Other participants, all mentors (Jaime, Mandy, Robyn, Charles, Richard, and Karen) supported the more casual nature of mentoring relationships that they had informally initiated with colleagues in their department. These stories were shared by mentors who agreed to the research interview to discuss their formal mentoring relationship, but they also offered feedback on the informal mentoring relationships they had experienced. As previously indicated, most if not all were very supportive of arranged, formal mentoring; however, they often noted a preference for the informal relationships created within their disciplines. The fundamental reason for this preference was the increased "similarity and commonality" between the new/junior academic and themselves in this type of relationship.

In summary, a variety of mentoring relationship arrangements and styles are possible, but effectiveness of the relationship seems to depend on the character-istics of the mentor and mentoree rather than the configurations of the relationship; namely, informal/formal and/or cross-discipline or within-discipline arrangements.

Considerations For Building Mentoring Relationships

To build a mentoring relationship, considerations should to be given to (a) the presence or absence of institutional support, (b) existence or lack of mentoring environment in the academic discipline/department, (c) motivation for mentoring, (d) contributing attributes of mentors and mentorees, (e) effective mentoring style, (f) other influencing factors, and (g) challenges.

Effective Mentoring Needs Institutional Support

Similar to Wunsch (1994), Luna and Cullen (1995) proposed that for faculty mentoring to be most effective, mentoring must become an institutional practice supported by the institution through allotment of resources and through policy (p. 61). Additionally, Harnish and Wild (1994) commented that for successful mentoring to occur between colleagues, there must be institutional support for mentoring activities. These authors proposed that academics who are significantly involved in mentoring activities be given release time from other academic responsibilities or given other type of compensation (p. 199). The authors proposed that the institution support the development of a professional resource center that would help to develop mentoring relationships for academics as a formal intervention for professional development in contrast to waiting for informal mentoring to occur by chance occasion (Harnish & Wild, 1994, p. 200).

Participants discussed the absence of any validation by the institution for their commitment to mentoring activities. They speculated that more academics might become involved in mentoring relationships if there was "some" method of recognizing the time spent in these professional-development activities. Mandy (MR) wondered whether the involvement in mentoring through the planned mentor program formalized their involvement in mentoring so that it could be included in their annual faculty performance appraisal as a professional-development activity. However, they had not inquired or attempted to document their mentoring experiences (TN, p. 3).

Furthermore, participants in the study noted the "lack of recognition" as a deterrent to increased involvement with mentoring. Some had recently ended mentoring relationships, and some were "slowing down" in relationships. There was some hesitancy expressed by some participants when they discussed looking for a new mentoring

relationship. The mixed reaction was related to busyness, timing, "need for a break," and lack of recognition or compensation for the mentoring activity (Erin [MR], Robyn [MR], Marni [MR]).

Although the participants were dominantly supportive of mentoring, many (Erin, Robyn, Marni, Kathryn, Fern, Jaime, Paul) were also realistic in assessing their ability to commit to mentoring on an ongoing basis. Mentoring had to be placed in perspective in relation to their roles and responsibilities, both professionally and personally. Mentoring takes time, and with little recognition or compensation for the time and energy, the academics felt that they must reassess their involvement with each relationship. Therefore, it may be necessary to occasionally "take a break" from active mentoring. As previously discussed, many relationships were ongoing as friendships, but these typically would not require "active," frequent mentoring. The friendship-mentoring relationships would more likely involve gradual mentoring during social and professional occasions.

Additionally, there is frequent "lip service" being given to the concept of building mentoring relationships in numerous contexts from educational arenas to corporate firms to other "common" areas of the workplace (Hargreaves and Fullan, 2000; Luna and Cullen, 1995). The "lip service" supports mentoring as a process to assist people with various identified or perceived needs. Moreover, as Hargreaves and Fullan (2000) proposed

> Induction and mentoring programs have become widespread; however, their implementation has often been disappointing. . . . Mentoring practice may fall short of its ideals not because of poor policies or program design but because we fail to regard mentoring as integral to our approach to teaching and professionalism. (p. 50)

Luna and Cullen (1995) further recognized the need for institutional involvement and support for mentoring and stated, "Training mentors and time for mentoring activities are necessary to help move mentoring forward. Lip service is not enough. Resources must be dedicated to mentoring efforts; otherwise efforts will be fruitless" (p. 72). It is not uncommon to hear support voiced for mentoring and collaboration, but talking needs to be activated by organizing mentoring activities and programs for academics. As more research is conducted, more information will be made available for developing mentoring programs.

Furthermore, Luna and Cullen (1995) proposed that "while mentoring can be a special gift to the recipient, organization, or society at large, mentor relationships can be stifled by limitations of individual development and organizational structures" (p. 20). Richard (MR) commented about the potential limitations to building effective or any mentoring relationships when the institution does not openly encourage and recognize mentoring as an important professional development activity for academics.

Continuing their suggestions, the authors proposed that mentoring is best implemented for specific purposes and that faculty should volunteer to participate, but with some form of compensation from the institution. Mentoring should not be conducted haphazardly, or with mismatched pairs or with restrictive administration control (Luna & Cullen, 1995, p. 69). Mentoring relationships, even when planned, have dominant elements of flexibility for how the relationship develops and endures. Luna and Cullen observed, "Mentoring is a powerful institutional strategy for personalizing faculty development" (p. 73). One other interesting aspect mentioned by these authors is "dominant elements of flexibility." The formal relationships in this study were seen as very flexible in their arrangements.

Existence or Lack of Mentoring Environment in the Discipline/Department

Daloz (1986), Merriam (1983), Stalker (1994), and Knowles (1980; all as cited in Darwin, 2000, p. 198) all emphasized the necessity of creating a climate (within the department) considered conducive for optimal adult learning, which is also noted as necessary for developing mentoring relationships. Over the past 20 years, organizations, including institutions of higher education, became more interested in the concept of mentoring when effective mentoring was linked to career success, personal growth, leadership development, and increased organizational productivity (Levinson, Darrow, Klien, Levinson, & McKee, 1978; Luna & Cullen, 1995; Nixon, 1996; Roche, 1979; Schultz, 1995; Wunsch, 1994; Zey, 1984).

The atmosphere within a department can be a mix of support, collegiality, isolation, and competition with varying percentages of each component comprising the mix. The distribution of the mix affects the atmosphere in the department, which in turn impacts the people. Stories of support were heard from the research participants (Paul,

Marni, Charles, Robyn, Karen, Mandy, Fern, Jaime, Pam, Holly, Iris, Sarah). A supportive environment was said to contribute to the academic's confidence, productivity, creativity, and general "positive" feelings and motivation for their work.

However, Erin (MR) spoke somewhat in favor of working in isolation because, having fewer interruptions and demands on her time, she was more productive; whereas if she had been in an area demanding high collaboration and collegiality, she felt that she would have been less productive.

Paul (MR) and Richard (MR) experienced being in a department in which many new academics were beginning, and in response to the multiple new hires, the department organized discussion sessions during the noon hour and invited senior colleagues to give presentations on relevant topics. They both explained how these sessions facilitated meeting new faculty so that the "strange" face in the hallway now became a "familiar" face; consequently, mentoring relationships were created. This was an example of how departments supported new academics and wanted to assist in their "settling in" period by providing informal discussion sessions specific to their perceived needs (TN, p. 10).

Additionally, Holly (ME), who was a new academic, shared her experience of being in a department that she described as a close, open, and sharing environment. Moreover, she believed that the supportive collegial atmosphere contributed to her ability to be very productive. She felt at ease in the office. Part of the comfort came from knowing that her colleagues were willing to meet and discuss issues and concerns whenever needed (TN, p. 13). Feeling "good" in the working environment supports an overall healthy feeling of well-being. Similarly, in support of Holly's experience, Kochan and Trimble (2000) agreed that mentoring and co-mentoring relationships "that are open and trusting can enhance the development of personal and professional collaborative work skills" (p. 27).

As a component of building a "healthy" environment in the academic department, suggestions were made for easing the new academic into the environment, recognizing that it is not often an easy transition. Mullen and Forbes (2000) concluded, "Effective mentoring relationships offer the best preparation for new faculty socialization but recognize that it is difficult to formalize or 'write the rules' into the mentoring process

that responds to personal needs of the individual" (p. 44). One recommendation made by Mullen and Forbes was that

> senior faculty need to include beginning faculty in research projects and curricular activities that promote advancement toward tenure. However, it is crucial that such collaborative relationships not only accommodate the skills of new faculty but also that they demonstrate the value of fairness in how decisions are made. Another recommendation was that professional socialization needs to be built into academic mentoring of doctoral students who typically do not realize what is required of faculty to be successful in the academy. (pp. 44-45)

In this study, new academics noted challenges in beginning their career and appreciated the support and guidance received from their mentors.

Motivation for Mentoring

It is very common for people to express their high level of busyness, and this makes one wonder why they volunteer to give of their time to help a new/junior person. What motivates these academics to volunteer as mentors?

Erikson (1963; as cited in Luna & Cullen, 1995, p. 23) proposed that adults in their mid-career, adult years typically have a desire to pass on their experience and knowledge to a new generation which duplicates the concept of the mentoring process. Furthermore, Levinson et al. (1978; as cited in Luna & Cullen, 1995, p. 24) advanced Erikson's concept of adulthood, defining the mentor role as passing on knowledge and skills but also offering emotional support to the new person (mentoree).

Numerous mentors mentioned that the motivation for mentoring was generated from a desire to pass on learning and experience to the new person (Paul, Marni, Charles, Kathryn, Robyn, Karen, Mandy, Fern, Jaime, Alyson). The senior academics wanted to offer mentoring to a new person because they themselves had had a very positive experience with a mentoring relationship in their early career phase. The senior academics recognized how valuable mentoring had been in their career development and success, and wanted to pass on this experience to someone else.

Mentors, as indicated below, also believed that aspects of their personalities were natural for mentoring. It was almost an "I can't stop myself" syndrome! The mentors were kind and caring people, and when someone had identified a need and they felt they

could help, they volunteered to participate. Some reflections from the participants revealed:

> *I feel drawn to mentoring. (Mandy [MR], TQ, p. 56)*
>
> *I am a natural sharer of information. (Holly [ME], TQ, p. 63)*
>
> *I like to help people. (Marni [MR], TQ, p. 56)*
>
> *A wish to share and a wish to know. (Alyson [MR], TQ, p. 43)*
>
> *I am a friendly person, and mentoring is about befriending another person and offering advice. (Marni [MR], TQ, p. 56)*

Similarly to these reflections, Wunsch (1994), Luna and Cullen (1995), and Cohen (1995) found that mentors are typically motivated to help others whom they perceived or who identified a need.

Contributing Attributes: Mentors and Mentorees

In addition to the recognition of their motivational or natural tendencies toward mentoring, mentors also recognized other factors that were critical to the success or effectiveness of the mentoring relationship. Three factors identified were (a) precise clarification of the roles of mentor and mentoree, (b) demonstration of particular personality characteristics, (c) open-mindedness, and (d) the depth of their academic experience.

Precise clarification of the mentor and mentoree role in the relationship can avoid misinterpretation by either participant and more optimally create an effective relationship. The relationship will be more effective when people clearly understand their respective roles. Mentors discussed the importance for both the mentor and mentoree in the relationship to discuss their perception of each other's role and responsibilities in the relationship. This discussion provided clarity. Furthermore, Kochan and Trimble (2000) contended that consistent discussion of the mentoring-relationship status by the mentor and mentoree was beneficial to the relationship in relation to how it was maintained, transformed, or dissolved depending on the situation (p. 27).

Second, the mentoring relationship will likely be more effective when the mentor and mentoree commonly share some personal characteristics and attributes. For example,

if the mentoree is open-minded to try new teaching techniques when they are suggested, "good things" may happen.

Pam, Leslie, both mentorees offered a perspective of the mentor that was in keeping with the mentor's self-perception of him/herself as a mentor. The mentorees described them as thoughtful, caring, and supportive. For example, comments from the mentorees included:

> *He is one of the most humble people. Makes you feel as if you are the center and most important person. He sees more, [more than] the person. (Leslie, TQ, pp. 19,23)*

> *Has insight to learning. Does things for reasons of integrity and rightness, not for status or one-upmanship. He's a very, very thoughtful person, very perspicacious. (Pam, TQ, pp. 22, 24)*

Together, these statements create an image of a mentor who is compassionate and very caring, which is similar to how mentors are described in the literature (Bloom, 1995; Cohen, 1995; Luna & Cullen, 1995; Mullen, 2000; Wunsch, 1994).

The third factor of open-mindedness was discussed in relation to the acceptance or resistance to taking a risk and depending on which path was chosen, determined the positive or negative outcome. If the participants are open-minded to differences between people and able to risk, there was potential learning. For example, Marc (ME) pondered the element of risk in a mentoring relationship when the two people present to the relationship with differences, such as ethnicity, political/theoretical inclination, or gender. He believed that if the two people are open-minded to learn from each other, effective development is possible but if not, the risk may create a more stressful situation than had previously existed (TN, p. 65).

The last factor addressed the need for the mentor to be very experienced, professionally, so they would have many life experiences to draw on to share with the mentoree. Similarly, Murray (1991) noted this as one of her suggested qualities important for the mentoring relationship. Murray (1991; as cited in Luna & Cullen, 1995) noted that desirable professional qualities consisted of "knowledge of the organization and its experiences, technical, and disciplinary competence, professional influence and status, willingness to promote another's professional growth, and knowledge of how to advance in a career" (p. 64).

In summary, effective mentors are known to possess certain characteristics. Kram (1986; as cited in Luna & Cullen, 1995) noted the importance of the mentor's possessing the "personal attributes of honesty, reliability, mutual caring, sharing, giving, patience, and strong interpersonal skills" (p. 64).

Furthermore, similar to the importance of the characteristics of the mentor and the developing relationship, so too, are the mentoree characteristics important. Participants noted, in particular:

> *The mentoree must accept the notion that they need some mentoring. (Charles [MR], TQ, p. 52)*

> *I needed to inform my mentor of things I wanted to know. I needed to be direct and ask and not assume for them to simply address them [her concerns]. (Iris [ME], TQ, p. 60)*

Additionally, some other mentoree characteristics cited in the literature which are considered important to the successful development of the mentoring relationship were enthusiasm, self-initiative, commitment to the relationship, open-mindedness, degree of insightfulness about self and others, honesty, sense of humor, and ability to self-assess and communicate (Cohen, 1995; Haensley & Edlind, 1986, as cited in Daresh & Playko, 1989; Luna & Cullen, 1995; Zachary, 2000). Leslie (ME) partially attributed the success of the mentoring relationship to her ability to be open and forthright in her identification of needs. When the mentor offered suggestions, she was open to fully discuss them; and when she made a decision, she acted on it. She felt that this tendency to act on decisions was similar to that of her mentor; consequently, they felt a shared "way of working." (TN, p. 6)

A more descriptive summary of desired characteristics of the mentoree was identified by Rooney, Ida, Nolt, and Adhearn (1989; as cited in Murray & Owen, 1991) as interpersonal development. They stated, "An ideal protégé is a person who is goal oriented, is willing to assume responsibility for his/her own growth, seeks challenging assignments and greater responsibility, and is receptive to feedback and coaching" (p. 123). Additionally, Luna and Cullen (1995) added that protégés "needed to identify their professional needs, assist in development of activities to accomplish the needs,

maintain a commitment to the mentoring relationship, and be realistic and flexible about the outcomes of mentoring and the time and resources required" (p. 66).

Effective Mentoring Style

The mentor's style or technique for mentoring was noted as important to an effective relationship. Mentors particularly discussed (a) collaboration ability, (b) listening skills, (c) feedback techniques, and (d) role modeling.

Bloom (1995) agreed that the effective mentor should refrain from imposing his/her biases, learning, and teaching style on the mentoree but instead should encourage the mentoree to find his/her own way through discussion and collaboration. She referred to this style as "standing behind or beside the mentoree" (p. 64). Mentors in this study made similar suggestions. For example, when the mentoree requested help with developing a personal teaching style, Charles (MR) mentioned assisting the mentoree in a way that he/she chose what he/she wanted to add or develop about his/her teaching. The mentor provided a model, guidance, and feedback, but did not "expect" the mentoree to simply try to "take on" the mentor's style of teaching. In essence, the mentor was standing beside the mentoree (TN, p. 15).

The ability to *"really listen with your ears, eyes, and whole body"* was described by one mentor as the necessary "way" to listen (Jaime [MR], TQ, p. 52). Minnich (1990; as cited in Bloom, 1995) described listening as

> not just a cognitive process but proposed that to truly listen, a person must involve their entire body in the process of listening. She suggests that when listening to someone, you should also observe their body motions and listen to the person's use of metaphors, voice tone and rhythm. She suggests that the listener is watching for how thinking is enacted by the body. (p. 68)

Moreover, Mayra Bloom (1995) suggested that "in encouraging women to develop their own voices, mentors must be careful to modulate their own" (p. 69). This is an observation that Karen (MR) had about mentoring practice, and because she *"can get very chatty,"* she explained that she had to make a conscious effort to subdue her own voice so that the mentoree could talk (TQ, p. 31).

Furthermore, it has been noted in the previous section, mentors also "require human relations skills such as attentive listening, assertiveness, feedback methods, and

positive reinforcement techniques (Gray, 1986; Sandler, 1993; both as cited in Wunsch, 1994, p. 30). Jaime explained that she specifically developed her *"ability to give feedback skills"* when she recognized the difficulty in providing constructive feedback (TQ, p. 26).

Last, Jaime (MR), Charles (MR), and Richard (MR) believed that it was important to the development of the mentoring relationship for the mentor to be highly experienced so that there are life examples that can be drawn from when offering advice to the mentoree. The mentor should also be willing to share less successful experiences with the most successful experiences. This depth of honesty on behalf of the mentor demonstrates "realness" to the new academic and prevents seeing the senior academic as flawless. In other words, the successful or effective mentor must be openly willing to reveal many aspects of personal experiences, not only the positive ones. As Jaime declared, *"You must be willing to expose [to the mentoree] your bumps and your warts." (TQ, p. 53)*

Finally, the concept of demonstrating a good role model to the new/junior academic is an effective style in the mentoring process. Charles (MR) noted how important he felt it was for the senior academic as the mentor to generally portray and conduct themselves in a manner that even through observation and association, a new/junior academic can learn through the model the senior academic emulates (TN, p. 52).

Other Influencing Factors

Other factors identified in the findings that can have an impact on the development of the mentoring relationship are (a) age, (b) time, (c) location of offices, (d) personal understanding or perception of mentoring, and (e) competition. Depending on the factor and the situation, these factors may be seen as limitations or advantages to the developing mentoring relationship. Similarly, the literature confirmed these findings (Cohen, 1995; Luna & Cullen, 1995; Mullen, 2000; Murray & Owen, 1991; Wunsch, 1994; Zachary, 2000).

Commonly in mentoring relationships, the mentor is significantly older than the mentoree. The age difference places the mentor as the more knowledgeable one based somewhat on simply having more years of life and professional experience.

Consequently, the mentor would typically be at an adult developmental stage with different career and life concerns and issues than the much younger mentoree would have. For example, the difference in age between the mentor and mentoree can be beneficial to the relationship because the mentoree is able to discuss issues with a very experienced person who has probably "been there" and, hence, can offer a "perspective" from experience. However, in contrast to this benefit is the fact that because the mentor is "experientially" more removed from the mentoree, the perspective of the mentor may be "unreasonable." The mentor may be drawing on similar experiences of "years ago," but with changes in academia, the perspective and advice offered are not appropriate.

A second factor influencing the developing mentoring relationship is time. Academics are noted to be very busy people. It is important to the successful and continuing development of the relationship for the mentor and mentoree to openly express their busyness to each other and to be respectful of each other's time.

A third factor influencing the relationship development is the distance between the offices of the mentor and mentoree. It was reported that when the two people are located far away from each other, in different buildings, meeting may be more difficult and time consuming, and meetings between the mentor and mentoree may be less frequent. Also, when the offices are at a distance, meeting will require more specific planning, which simply adds a challenge as the mentor and mentoree arrange a suitable and mutually accessible meeting place. However, if the offices of the mentor and mentoree are in the same building, meeting is easier and can possibly occur more spontaneously. But it was also reported that the other side of this "convenience" of location is the possibility of unwanted, too-frequent interruptions from the mentoree. Moreover, open and honest discussion between the mentor and mentoree can help alleviate this concern.

Another influential factor was how mentoring may be perceived differently by people depending on personal experiences and/or basic understanding. For example, a mentor will probably mentor in a way in which he/she was mentored. Luna and Cullen (1995) concurred that "knowledge about mentoring can vary based on individual mentoring experiences or lack thereof" (p. 63). Additionally, mentorees may perceive of their role in the relationship as only the "receiver," not the "giver," as in the timeworn

model of mentoring. If either participant is operating from a former mentoring model and the other is operating from a contemporary model, difficulties may arise from these differing perceptions. Role clarification and copious discussions about their understanding of the relationship can help alleviate these limitations, or, in some case, it may not be possible to meet common understanding and hence the relationship should probably end.

The issue of competition is the final factor to be addressed as influencing the developing mentoring relationship. Competition can arise in a mentoring relationship between two academics in cross-discipline or within-discipline relationships. However, it is more likely that competition arises during a within-discipline mentoring arrangement because of the commonality of the discipline and department. This commonality may see both people applying for grants from the same funding agencies or both people competing for other professional resources or time within their department, causing difficulties to arise. There are no simple answers to easily overcome the potential competition. Perhaps if there was similarity in the research area between two people, some collaborative research may be possible. Competing for resources and time with the department may be somewhat resolved through departmental committee meetings, but again the difficulty is recognized.

Similarly, Mullen and Forbes (2000) concurred that competition for power through professional status, research grants, and resources, creates political tension among academic colleagues (p. 42). Moreover, Hawkins and Thibodeau (1996) cautioned people participating in planned mentoring relationships about potential difficulties if the mentor is a "supervisor" to them. The authors clarified that "issues of subservience, on-the-job conflicts, and complaints of favoritism by other colleagues were possible" (p. 195). A certain degree of competition has been noted to be effective between two similar people in that competition can be motivating for either individual to achieve. Again, Hawkins and Thibodeau explained a need for balancing cooperation and competition in that too much of either can result in "one person being overpowered and exploited by the other" (p. 194).

Challenges in Mentoring Relationships

Two challenges that were revealed in this study included (a) what to do when the mentoree outgrows the mentor, and (b) unidirectional mentoring from the mentor to the mentoree. Two other challenges for mentoring relationships noted in the literature involve issues in cross-gender and cross-cultural mentoring pairs (Bloom, 1995; Johnsrud, 1994; Koberg, Boss, & Goodman, 1998; Luna & Cullen, 1995; Smith, Smith, & Markham, 2000). However, the participants in this study did not have experiences with these last two issues.

Mandy (MR) and Erin (MR) both described positive and negative experiences after the mentoring relationship ended because the mentoree had "outgrown" the mentor. Positive and illuminating experiences were heard when mentors experienced the joy of sharing in the success of the mentoree, knowing that they had played a role in the mentoree's achievements. In contrast, Mandy experienced great difficulty after ending a relationship when she believed that her abilities had surpassed her mentor's abilities and what she could still offer (Even though Mandy is recorded as a mentor in this study, she offered this story from a prior experience when she was a junior academic and in the role of a mentoree). Mandy explained that she still continues to publicly recognize the significant role the mentor had contributed to her achievements as an attempt to "make amends" with the mentor since ending the relationship (TN, p. 56).

A second challenge identified in mentoring relationships was the commonality of the relationship being only a "one-way" journey, with the mentor doing all of the traveling (Erin [MR], TN, p.44). Literature sources agreed that this situation is very possible, but also acknowledged and discussed the frequency of mentors benefiting greatly from mentoring relationships (Cohen, 1995; Luna & Cullen, 1995; Wunsch, 1994). This challenge should be reframed as a potential challenge in a mentoring relationship, and in the case where the relationship is dominantly "one way," the mentor could try to develop activities in which the mentoree is involved with "giving" to the mentor. After more developed sharing of specific activities, the tendency to "give back" may unfold more naturally. However, the relationship may require some frank discussion of feelings about the relationship for things to change. The reason for the mentoree to

appear "all take and no give" should be further explored through discussion between the mentor and mentoree.

Benefits From the Mentoring Relationship

Why should academics become involved in mentoring relationships, and why should higher-education institutions encourage academics to develop mentoring relationships?

Benefits for the Travelers

Further to being intrinsically motivated to become involved in mentoring relationships, the participants in this study described benefits they received from the relationship. Just as the activities in a mentoring relationship were described as tangible and intangible, so too were the benefits described as tangible and intangible.

For example, the benefits that were received by the participants varied from an increased understanding of university politics, to gaining new colleagues, to better understanding of academic teaching, to completing their faculty performance review, to a sense of connectedness and community in academia with a "human touch." A representative comment in response to mentoring relationships and their value to the participant was:

Oh, the best part is the whole thing! (Karen [MR], TQ, p. 41)

This comment reflects the multiple benefits and sheer enjoyment experienced through participating in mentoring relationships. Another comment spoken softly and simply from another person was:

Just for the person that he is; he is important to me. (Leslie [ME], TQ, p. 66)

Perhaps this participant was expressing her feeling for a person who had characteristics that were all-encompassing and supporting to her.

Similarly to these participants, Myra Bloom (1995) reported that mentoring "in a humble way, serves my sense that there is kindness in the world" (p. 71). Still another participant in her study revealed that "helping people think is part of the mentor's ethical commitment; there is pleasure in seeing that happen" (p. 71).

The value and benefits of mentoring relationships for the mentoree are commonly recognized. However, the recognition of value and benefits specifically for the mentor have been less frequently reported. In this study of mentoring relationships, the following expressions from the participants regarding their professional and personal gains were voiced:

> *I do get that sense of community.(Robyn [MR], TQ, p. 51)*
>
> *Meeting a "face" within this environment is very, very important. (Marc [ME], TQ, p. 64)*
>
> *Feeling of giving something back to others. (Fern [MR], TQ, p. 41)*
>
> *It was a treat to talk about teaching experiences with the new academic. (Kathryn [MR], TQ, p. 41)*
>
> *It's [the mentoring relationship] clarified some things for me, about my own path. (Alyson [MR], TQ, p. 44)*

Similarly, Hargreaves and Fullan (2000) recognized that although the inexperienced one benefits from having a mentor, the mentor can also learn from the mentoree. These authors contended that the mentor can "develop new insights into their own and others' teaching, new relationships, and a renewal of enthusiasm and commitment to their craft and career" (p. 52). Moreover, these researchers also reported that a secondary and delayed result that was observed after the co-mentoring relationships ended was the "passing on of professional resources" to new peers. An informal mentoring cycle was developing by those academics who participated in the formal co-mentoring relationships (Harnish & Wild, 1994, p. 200). Harnish and Wild studied peer-mentoring relationships in academia and found faculty motivations for involvement in the relationship to be "to improve teaching effectiveness, to share discipline-related information with colleagues, and to expand knowledge or skills into new areas of learning" (p. 192).

Luna and Cullen (1995) emphasized that the development of a faculty-mentoring program is one process that could help a new academic in his/her professional socialization as a "new professor" (p. ix). They suggested that a new academic is typically quite unfamiliar with many aspects of being an academic. Although many years

have been spent in academia as a student, the roles and responsibilities of a new professor are new and unfamiliar. However, in recognition of the value of mentoring programs for faculty development, the authors observed that the benefits are received for both the mentor and the mentoree (new academic; p. ix). Luna and Cullen stated, "Mentoring relationships . . . assist both parties (mentor and mentoree) in developing a greater awareness of both their profession and their role in the profession" (p. ix). They promoted mentoring relationships for the benefits of increased faculty productivity and collegiality, but more generally, they noted the potential of mentoring to attract, retain, and advance faculty members because mentoring supports professional growth and renewal (p. 3). In addition, Harnish and Wild (1994) reported that the outcomes for both academics in co-mentoring relationships were improved quality instruction, individualized improvement activity options for academic participants, and professional growth for the academics (p. 192).

Benefits for the Institution

Mentoring relationships have been shown to benefit the institution in general (Luna & Cullen, 1995; Nixon, 1996; Schultz, 1995; Wunsch, 1994). The findings from this study show that when academics function in an environment that is warm and encompassing with collegiality, they can contribute to building a "better" institution. All of the participants in the study noted numerous benefits they received from being in mentoring relationships with other academics. For instance, some of the benefits mentioned were meeting new colleagues; arranging interdisciplinary research projects; confirming increased understanding of university politics, policies, and procedures in general; optimizing retention in an increasingly competitive employment sector; and achieving a sense of community (TN, pp. 40, 41, 50, 51, 61, 62, 64). Consequently, when an academic is functioning well within his/her environment, the institution also benefits.

Similarly, Otto (1994) proposed that as a mentoring relationship evolves, the mentor, mentoree, and institution could change and grow as a result (p. 23). This is often referred to as the "trickle down/up" effect, which indicates how change in one dimension can lead to changes in other dimensions. In today's mentoring relationships, this effect of the "trickling across" removes the implied hierarchy. Luna and Cullen (1995) contended,

"In the long run, an active mentoring program will have as many benefits to the institution as it does to the individuals involved" (p. x).

Summary

The participants demonstrated personal and professional self-awareness in relation to their role in a mentoring relationship. They typically recognized benefits that they each received from participating in these relationships, but would have preferred to see the introduction of "some" recognition through the institution, such as recognition on the annual report for faculty review. However, the study also illuminated the potential for mentoring relationships to precipitate personal and professional benefits for the mentor and mentoree that are not always readily recognizable. As was heard from Leslie (ME), that her mentor was a mentor to her in ways he would not realize he had been. This depicts the personal growth possible through an effective mentoring relationship that is not always discernable and recognizable at the moment and only later, the full benefits are realized.

The participants were realistic in their expectations for mentoring relationships, and even if there continued to be little "public/institutional" recognition or reward, they would still have volunteered to be involved in these types of mentoring relationships. The majority of the participants would have continued to be involved because of the "sheer nature of who they are and how they share and situate themselves in relation to others." Most perceived the relationship as giving and receiving, and when it may have seemed to be more giving, they remained content. Giving to others had an unwritten receipt of its own. The participants recognized stress and busyness in their academic environment and believed that the development of supportive relationships, such as planned mentoring relationships, would be beneficial.

The data demonstrated how the mentoring relationship between academics was situated within the framework for helping relationships. Brammer and MacDonald (1996) presented the helping process as involving two phases of (a) building the relationship, and (b) facilitating positive action (p.3). The mentoring relationships in this study demonstrated a building process, through initiating, preparing, sharing activities, and ending or redefining. Additionally, the relationships in this study portrayed a facilitation

of positive action, which was demonstrated through the mentors and mentorees as they revealed the benefits received through the mentoring phases.

Moreover, Brammer and MacDonald (1996, p. 7) presented the helping relationship as a process enabling one to help another to grow as directed by the one "needing" help. Participants in this study expressed helping each other grow and develop with the mentor and mentoree directing the shared learning activities. Lastly, Brammer and MacDonald (1996) stressed that people are motivated to help others based on a desire to leave the world a better place (p. 13). The same voice has been heard from the participants in this study as they revealed a desire to pass on their learning and experience to others but particularly to those who they perceived "in need" or who identified a "need". In conclusion, the mentoring relationship can be situated as a helping relationship with the junior and senior colleagues helping each other according to their identified needs.

CHAPTER 6

CHARTING AND RE- CONFIGURING FUTURE DIRECTIONS: RECOMMENDATIONS AND REFLECTIONS

. . . Searching for meaning.

Deciphering,

Re-configuring,

Listening.

. . . Presenting the future, with

. . . co-learning relationships,

. . . co-learners,

together, we can change.

Together, we learn.

By: Sharon

Introduction

This study suggests some possibilities and presents some considerations which might assist in shifting institutional and academics' understanding, support, development, and implementation of mentoring programs within higher-education institutions. During this exploration, I became increasingly aware that the language and concept of mentoring was rooted in a deeper ground that needed to be unearthed. I realized that my question pertaining to meaning and the academic's mentoring experience needed to be unearthed from the institutional context in which the mentoring was occurring and from the age-old language in which mentoring was rooted. The participants' meaning and my learning from their experiences need to be reconfigured with new language with a proposed new conceptual framework for mentoring relationships. Consequently, suggestions for the future of the travelers' (the research participants') mentoring experiences open with the discussion of language and context of mentoring. This is followed with a description of recommendations that need to be considered.

Why Is It Necessary to Redefine and Reconfigure the Concept of Mentoring?

The concept of how mentoring is perceived and understood must change. Generally, people understand and perceive mentoring based on a paradigm of mentoring that is centuries old. The traditional mentoring paradigm depicts a relationship that is paternalistic and hierarchical, often involving imbalance of power between the mentor and mentoree, and the relationship is focused on maintaining the status quo. The centuries-old concept of mentoring does not fit very well, if at all, into the new millennium.

When I discussed my research focus, mentoring, with friends and academic colleagues in this postmodern period, I experienced responses of blankness, curiosity, and enthusiasm. Blankness was interpreted as perceiving mentoring as an old, has-been concept, and what more was there to know? Blankness, a quiet but quick breath, as they processed my research focus, followed by more blankness until the conversation shifted to a new, "more interesting" topic.

Curiosity was interpreted as an initial reaction of blankness, but these were people who were decidedly curious and wanted a "little" more explanation. What more was there to know about mentoring, they asked? I entertained a very brief discussion with them but typically channeled the conversation in a different direction, deciding to leave them curious. I had seen the blankness.

Enthusiasm was interpreted as people who "really" wanted to know why I was studying a timeworn concept such as mentoring. They responded with brightness in their eyes and voice that I interpreted as understanding why mentoring is important in the postmodern period. I grasped the opportunity to "hear" their enthusiasm. Did they really believe that there was value in the study of mentoring in the year 2001? I learned that they, too, believe that we can learn from our past and change "contexts" and reconfigure "some" of the old into the new time period. I studied historical mentoring and have considered the changed and changing contemporary environment in order to situate mentoring into the new era.

When I considered the mixed reactions I received from conversations with a variety of people, I came to believe that there needed to be a "new" and "fresh" perspective for mentoring that incorporated some traditional aspects of mentoring with new aspects, in a changed/changing environment. To achieve this new perspective of mentoring, new terms will be needed. When the traditional terms for mentoring were considered, it was not difficult to understand why today mentoring is rejected or met with blank staring. The traditional terms do not "fit" into a postmodern time. The terms are gender biased, paternalistic, and just basically unpalatable to many people. For example, the terms used to discuss mentoring are commonly "men-tor" and "protégé. Men-tor is male dominant and conjures an image of a wise old man assisting a young boy. Protégé represents the person in the relationship who needs "protecting."

From the very beginning of my journey of studying mentoring, the terms have perplexed and bewildered me. Most particularly, I wrestled inside, almost nauseously, with the terms *mentee* and *protégé*. I kept asking, How could I study and discuss mentoring when I had to use one of these terms? I settled on *mentee*, believing that of the two presented it was the most digestible. Very early into the research, I was overjoyed to

find the term *mentoree*, and even though it still has a feel of uneasiness for me, I find it much easier to digest. At least I can say it aloud, in public!

Furthermore, the concept of mentoring is seen in its historical context as a relationship of the wise and all-knowing one who watches over and cares for the less wise, less capable, and less knowing person. Considering all of this brought me to the question, *"What academic person in the postmodern time wants to be seen as less wise, less knowing, and one who requires watching and protecting?"*

However, in a postmodern period when we can understand mentoring as supportive, collaborative, guiding, respecting, sharing, and trusting, we create a new pathway of shared learning for mutual professional and personal growth. Previous learning from other studies of mentoring were not totally discarded, but were considered in a reconceptualization of mentoring. From the reconceptualization, a new concept of mentoring was constructed and distributed. This chapter presents a beginning reconceptualization of the concept of mentoring based on knowledge gained through literature and the mentoring experiences in today's university.

Support for a New Concept for Mentoring

With strong support for a new paradigm for mentoring relationships, Darwin (2000) asserted, "For centuries, mentoring has been used as a vehicle for handing down knowledge, maintaining culture, supporting talent, and securing future leadership" (p. 198). Furthermore, Darwin contended that traditional conceptions of mentoring during the Renaissance and Baroque periods presented a dominant reproductive element attached to mentoring that was well suited to societies relying on ritualized behavior to protect the status quo (p. 198). Therefore, Darwin avowed that the traditional mentoring relationship has been framed in a language of paternalism and dependency and stems from a power-dependent, hierarchical relationship aimed at maintaining the status quo (p. 198).

Darwin (2000) so clearly illustrated how traditional ways of mentoring are outdated, and if we continue to encourage "mentoring," we need to reconceptualize and widely communicate the change to provide a new "understanding" and "concept" of mentoring that "fits" into the new millennium. Additionally, and even earlier, McIntyre

and Lykes (1998) suggested that there are numerous feminist scholars who have strongly declared a need to reinterpret and redefine the hierarchical model of mentoring in consideration of different gender combinations in relation to mentor and mentoree (p. 429).

Continuing, Darwin (2000) proposed:

> Traditional assumptions about mentoring, aimed at replicating the status quo, may have been relevant in a time before women and minorities entered the workplace and before downsizing and flatter structures reduced the role of hierarchy within organizations. . . . . These theories are anchored in a world that no longer exists. (p. 203)

Certainly and clearly, mentoring concepts must be reworked in this new century.

Similar to Darwin (2000), Mullen and Kealy (2000) agreed that "we, as educators, need new ways to conceptualize viable approaches to mentoring practices in our professional arenas" (p. 2) in contrast to timeworn, mentoring models of yesterday. Furthermore, like Darwin, Mullen and Kealy proposed that the "quest for alternatives to traditional mentoring models is driven by the changing culture of the field of education" (p. 2). Mullen and Kealy proposed a mentoring model that becomes a "mosaic in which each person participates as a co-learner in development toward a common goal or vision" (p. 3).

Additionally, Zachary (2000) introduced *The Mentor's Guide: Facilitating Effective Learning Relationships*, which describes mentoring as a cycle. The author has initiated a shift in mentor language and concept with the introduction of "learning relationships within a cycle of learning." I drew from the works of Darwin (2000), Mullen and Kealy (2000), and Zachary to discuss new ways of thinking, talking, and conceiving the concept of mentoring relationships and subsequently to offer the following recommendations for consideration.

Recommendation #1

A new configuration representing mentoring relationships must be reconceptualized and the old terminology voided. The presentation of a model for co-learning relationships should be presented and implemented.

The following diagram is my initial beginning in the search for new configurations of mentoring relationships. Figure 6.1 diagrammatically represents two colleagues in a co-learning relationship who are each involved with a circle of colleagues. Together, as the two colleagues engage in co-learning activities, the learning is transfigured into the circle of colleagues. The model is an interconnection of arcs and circles representing collegial relationships, with colleagues participating adjacent to one another, sharing learning as received.

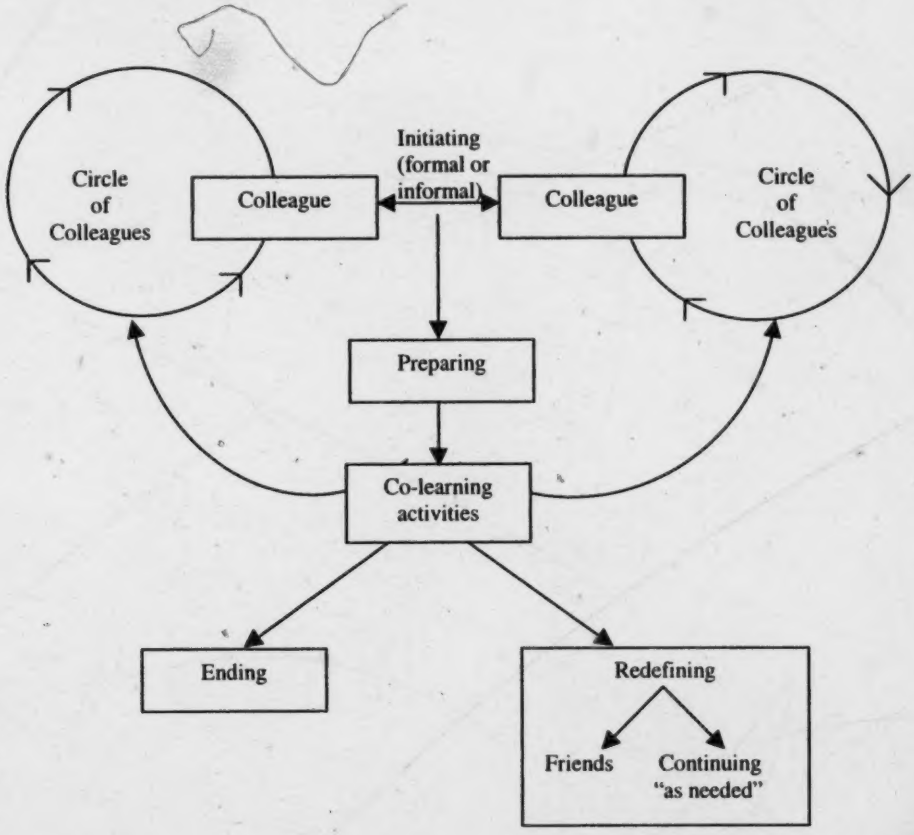


Figure 6.1. Co-Learning relationship model.

Two academic colleagues who both may be junior or senior academics, or one may be junior and the other senior, connect through a formal or informal process for initiating a co-learning relationship. Once the relationship has been initiated, the two participants may prepare and plan prior to sharing activities. Either colleague may take a

lead role in the learning relationship, and the colleague who leads may change as the learning activities change. Henriksen (1985) explained that *wotshimao* in Naskapi means that the first man out of camp on any given day makes the decisions, making the leadership role a shared and changed position among many over a period of time. Similarly, the lead role between two colleagues in this co-learning model is a shared and changing position. From the co-learning activities, each participant may share learning with his or her circle of colleagues, and the relationship between the two co-learners may end or be redefined.

Recommendation #2

Planned mentoring relationships in academia must be developed and encouraged. There is support for planned co-learning relationships, as evidenced in this study and in the literature. Through greater awareness in higher-education institutions of how these relationships could be organized and facilitated, more planned relationships could arise. The benefits for both participants were recognized, but, particularly, the benefits appear stronger for the new academic. The literature cited the challenges that new academics face when they initiate their academic appointment, and purposely planned co-learning and peer-learning relationships could be advantageous to their professional and personal socialization as new academics.

Similarly, Mullen and Forbes (2000) described varying kinds of support that a formal mentoring relationship could provide for new academics. Some examples of support and development include, "1) assistance with learning unfamiliar tasks, 2) developing research, 3) networking at universities and conferences, and 4) navigating political issues in the workplace" (p. 44). Additionally, Harnish and Wild (1994) proposed that formal or intentionally planned mentoring relationships can be created between two academics as a form of professional development activity (p. 191).

Traditional mentoring describes situations in which two people naturally gravitate to each other, almost a feeling that fate has initiated and solidified their union. Darwin (2000) asserted that the traditional stories of mentoring imply a magical occurrence of meeting that "right" person, the mentor, who helps one succeed professionally and personally. There is a quality of compassion along with the career aspects of mentoring.

Darwin proposed that what is troubling about this view is the notion of someone (new academic) waiting for that person (mentor) to magically appear to assist with the academic environment (p. 203). Not everyone is fortunate enough to be standing in the right place at the right time to discover their mentor (p. 203).

Moreover, through planned co-learning relationships, benefits may more frequently be realized, whereas, waiting for spontaneous and chance development of a co-learning relationship, in "busy" academia, may not ever be realized.

Recommendation # 3

An initiative needs to be given by the institutional administration to support the creation of guidelines for academics to report their co-learning/mentoring relationship participation as part of their annual faculty report for consideration of promotion and tenure. These guidelines need to be included in the institution's sourcebook for academics. Co-learning/mentoring relationship participation should be recognized and rewarded as a professional development activity.

The implementation of an action research study is suggested as a means for developing the guidelines suggested above. Through an action research study, academics could participate together in co-learning/mentoring relationships, and from their experiences, guidelines could be developed and assessed for their appropriate inclusion to the annual faculty report. Academics in an action research study could participate in both individual and group activities as they gather the data necessary to develop the criteria for reporting co-learning/mentoring relationship participation.

Suggestions for Further Research

In consideration of the two recommendations presented, the following suggestions for further research are proposed:

1. More qualitative studies focusing on mentoring in academia would add depth to the existing knowledge available regarding mentoring relationships.

2. Further studies will be needed as the existence of co-mentoring and peer-mentoring relationships increases in academia. Furthermore, given the similarity between

co-mentoring/peer-mentoring relationships and the co-learning model proposed in this study, the research findings could be assessed alongside the co-learning model.

3. Studies will be required to assess the co-learning relationship model as it becomes recognized and implemented in academia.

4. Ongoing research is needed for the understanding and consideration of co-learning relationships between academics of different gender and ethnicity. This study did not have findings to add to this aspect of mentoring relationships between academics.

CHAPTER 7
PRESENTING THE NAVIGATOR'S JOURNEY

. . . Reaching out to open the window,

Breathing in,

Allowing entry,

Embracing challenge,

Giving back.

. . . Now,

. . . Now, I can open the window wider.

By: Sharon

My Journey as the Navigator of a Qualitative Research Study

One of the simplest ways to describe the learning I have gained from my travels through a qualitative research study is how much more you learn by actually *doing* the research. This is a simple and commonly known concept. We learn by doing!

Prior to conducting this research, the majority of my experience was rooted in and developed from concepts in textbooks. Many books were wonderfully descriptive and detailed; consequently; I believed that I understood how to navigate through a qualitative research journey. I discovered that even though I was not walking through darkness, there were times when the light on the path seemed too dim. However, through discussions with my trusted advisor, other friends and colleagues, and returning to the "books," the light brightened and I continued on my way. Additionally, I smiled at the times when I would experience a moment in my research travels, I would recall a story from a more experienced researcher, and I would say, "Ahhhh. So that is what they meant by that!" I was gathering incredible meaning and insight into the research process by "doing." Simple concept. Huge discoveries.

Furthermore, the self-discovery process has been practically indescribable. I do not really know where to begin, only to express the process as one of joy, pain, elation, doubt, more doubt, discovery, more pain, and awareness. Incredible self-awareness. At this moment of writing, I do not feel the return to joy, but I believe that the experience of joy will come at the very end of this study process. Joy is waiting with wings, and I hope I can fly.

<u>My Personal Journey</u>

I began this journey looking out over *"the Bay"* (the Bay is actually the Bay of Fundy, which nestles itself alongside part of Nova Scotia, Canada). The other side of *the Bay* was not in sight, for it cannot be seen. It is that large. The ebb and flow of the water entered my conscious and unconscious being many times during the first 18 years of my life. The sound of water crashing against the rocks, watching it casting itself into the air until once again splashing down over the rocks. Continuous flowing, the sound of "russssh," as it turned away again. Back and forth, crash, burst, and quiet; crash, burst,

then quiet. Over and over it repeated itself. I sat for hours listening and breathing the sensations coming from the sea and asking, What is "out there" for me?

I left the sea in search of that answer. I turned inward and away from the sea as there seemed only endless questions when looking outward to the sea. Turning inward caused me to look deeply at "what" was "there" for me. Consequently, I began the next phase of my educational journey and eventually arrived here, far away from the sea, but now knowing "what" was "here" for me.

I have traveled considerably far away from *the Bay* and have arrived at another turning point. At this turn, I again experience many questions:

Am I like a small pebble to be washed out to sea?

Will I be heard?

How will I be heard?

How can the small pebble make a difference?

Always questions. The difference now is that I am able to calmly *hold* the questions without feeling overanxious to have the answer quickly. The answers will come or they may not. I feel safe to be in the big sea and to continue asking questions and looking for answers, knowing some will never be answered. The value of the experience is in the search!

The experience as a graduate student is ending. In the "examination" of my research, I feel very inclined to express what I have learned about myself, as the research experience has clearly been a study of "self" and "other" during these years. Thank you to all who have shared in this journey with me, and thanks to those who did not know that they did.

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APPENDIX A:

LETTER OF REQUEST

LETTER OF REQUEST

Sharon Compton
[University]

July 27,2001

[Director]
[University]

Dear:

I hope you remember when I met with you about three years ago to discuss my interest in studying mentor relationships. At this time, I am in the final stages of preparing my research proposal and have decided to examine meanings that senior and junior faculty members give to their role in a mentoring relationship.

I would like to interview both the mentor and mentee that are or were involved in a mentoring relationship for more than six months. I am wondering if it would be possible to send a letter to all mentors participating in the mentor program, inviting them to participate in my study. I plan to send a letter of invitation to all new faculty members hired between 1998-2000 who have or are participating in a mentoring relationship as the mentee. I understand that you will need more detail but wanted to introduce the question to you through this correspondence. In the near future, I would like to meet with you to discuss my request further.

Thank you for your consideration of this request. Could you please contact me by e-mail at scompton@ualberta.ca or at the above campus address or phone 492-9247 so that we can arrange to meet?

Sincerely,

Sharon Compton

APPENDIX B:

LETTER OF INVITATION TO MENTEE PARTICIPANTS

LETTER OF INVITATION TO MENTEE PARTICIPANTS

Draft

Date

Dear _____:

I am a doctoral student at the [University]. I understand that you are a new faculty member at the [University] within the last three years. If you have participated in a mentoring relationship since beginning your appointment at the [University], I would be very interested in meeting with you.

The purpose of my research is to examine the experiences of the junior and senior faculty members who are involved in a mentoring relationship; therefore, I would appreciate the time to discuss this relationship with you. The interview would be semi-structured with particular questions that I will propose but we can explore in any direction depending on you and your story. The questions will serve to guide our discussion.

I expect the interview to take approximately 60 minutes and it will be scheduled at a time and place that is convenient for you. It will be audio-recorded and transcribed from which I will write your experience. The written description will be provided for you to review and decide if it accurately represents your experiences in the mentoring relationship. You may change or delete any information that you wish. Only you and I will have access to this information at this stage and all names and places will be changed. You are free to not respond to any question and also to withdraw from the study at any time.

This study is being conducted in accordance with the Freedom of Information and Protection of Privacy Act and the information will only be used for educational purposes such as thesis preparation, educational papers and presentations.

If you have any questions regarding the purpose of the research and your potential involvement, please call me at (780) 492-9247 or e-mail to scompton@ualberta.ca or my supervisor Dr. Maryanne Doherty at (780) 492-2218 or e-mail at mdoherty@ualberta.ca. I look forward to meeting with you, should you decide to participate. Thank you for your consideration of this research request.

Sincerely,

Sharon Compton
Doctoral Student

APPENDIX C:

LETTER OF INVITATION TO MENTOR PARTICIPANTS

LETTER OF INVITATION TO MENTOR PARTICIPANTS

Draft

Date

Dear _____:

I am a doctoral student at the [University] and am interested in the mentoring relationship between junior faculty and senior faculty. It is my understanding that you are currently participating or have recently participated in a mentoring relationship.

The purpose of my research is to examine the experiences of the junior and senior faculty members who are involved in a mentoring relationship; therefore, I would appreciate the time to discuss this relationship with you. The interview would be semi-structured with particular questions that I will propose but we can explore in any direction depending on you and your story. The questions will serve to guide our discussion.

I expect the interview to take approximately 60 minutes and it will be scheduled at a time and place that is convenient for you. It will be audio-recorded and transcribed from which I will write your experience. The written description will be provided for you to review and decide if it accurately represents your experiences in the mentoring relationship. You may change or delete any information that you wish. Only you and I will have access to this information at this stage and all names and places will be changed. You are free to not respond to any question and also to withdraw from the study at any time.

Please return the completed consent form by _____.

This study is being conducted in accordance with the Freedom of Information and Protection of Privacy Act and the information will only be used for educational purposes such as thesis preparation, educational papers and presentations.

If you have any questions regarding the purpose of the research and your potential involvement, please call me at (780) 492-9247 or e-mail to scompton@ualberta.ca or my supervisor Dr. Maryanne Doherty at (780) 492-2218 or e-mail at mdoherty@ualberta.ca. I look forward to meeting with you, should you decide to participate. Thank you for your consideration of this research request.

Sincerely,

Sharon Compton
Doctoral Student

APPENDIX D:

VOLUNTARY INVOLVEMENT CONSENT FORM

VOLUNTARY INVOLVEMENT CONSENT FORM

[University]
Department of Secondary Education
Mentor Relationship Study

I, _____, hereby consent to be

- Interviewed, and
- Tape-recorded by Sharon Compton.

I understand that:

- I may choose not to respond to any question.
- I may withdraw from the research at any time without penalty.
- I will have the opportunity to review the interview transcription and make any changes.
- All information gathered will be treated confidentially and discussed only with your supervisory committee.
- Any information that identifies me will be shredded upon completion of this research.
- I will not be identifiable in any documents resulting from this research.
- This study is being conducted in accordance with the Freedom of Information and Protection of Privacy Act.

I also understand that the results of this research will be used only in the following:

- Research dissertation
- Presentation and written articles to other educators.

_____ _____

Print name Signature

Date signed: _____

For further information concerning completion of this form please contact Sharon Compton at 492-9247 or through e-mail at scompton@ualberta.ca or to my supervisor, Dr. Maryanne Doherty at (780) 492-2218 or through e-mail at mdoherty@ualberta.ca

APPENDIX E:

INTERVIEW GUIDE FOR MENTORS

Interview Guide for Mentors

Years in the department?

Years at the university?

Have you held academic positions at other universities?

If yes, where?

Where did you obtain your graduate degree?

---

1. Tell me how you became involved as a mentor?
2. Did you volunteer to be a mentor or were you invited?

   if asked/invited, who invited you?

   a. Department chairperson?
   b. Dean of faculty?
   c. Other?
3. Did you prepare yourself in any way prior to beginning mentoring? If so, please describe.
4. How long did the relationship last?
5. Describe one of your meetings with the mentoree. What types of things did you do together?
6. Describe your role as a mentor.
7. Tell me about any problems/difficulties encountered from your experience.
8. Tell me about something you would change in the relationship.
9. If the relationship has ended, describe ending the relationship.
10. If the relationship is ongoing, do you perceive any difficulties when ending the relationship? If no, why not? If yes, what do you think they may be?
11. Tell me why you would or would not continue to participate in this or another mentoring relationship.
12. Do you have any questions/comments?

APPENDIX F:

INTERVIEW GUIDE FOR MENTORS

Interview Guide For Mentorees

Years in the department?
Years at the university?
Were you at another university prior to this one? If yes, where?
Where did you obtain your graduate degree?

---

1. Tell me how you became involved with a mentor?
2. Did you ask for a mentor or were you invited to participate in the mentoring relationship? If asked/invited, who invited you?
    a. Department chairperson?
    b. Dean of faculty?
    c. Other?
3. Did you prepare yourself in any particular way prior to being mentored? Any workshops, "needs" assessment??
4. How long did the mentor relationship last?
5. Describe one of your meetings with the mentor.
6. What types of things did you do together?
7. Describe your role as a mentoree.
8. Tell me about any problems/difficulties encountered from your experience.
9. Tell me about something you would change in the relationship.
10. If the relationship has ended, describe ending the relationship.
11. If the relationship is ongoing, do you perceive any difficulties when ending the relationship? If not, why not? If yes, what do you think they may be?
12. Tell me why you would or would not continue to participate in this or another mentoring relationship.
13. Do you have any questions/comments?

APPENDIX G:

DATA ANALYSIS *FOLLOWING* DATA COLLECTION: CODING THEMES

Data Analysis *Following* Data Collection

Coding Themes

Units of meaning from the summarized transcriptions were highlighted and placed within one of the following themes.

- common personality traits (CP)
- common grounding (CG)
- career commonalities (CC)
- cross-discipline relationship (CDR) and rated as +ve or –ve.
- within discipline relationship (WR) and rated as +ve or –ve.
- formal relationship (FR) and rated +ve or –ve.
- informal relationship (IR) and rated +ve or – ve.
- department supports mentoring (DS)
- mentoring relationship thoughts (M)
- mentor understanding of role (MUR)
- mentoree understanding of role (MeR)
- mentoring environment (ME)
- mentoring result (MR)
- relationships beginnings (RB)
- relationship preparation (RP)
- relationship boundaries (B)
- relationship activities (A)
- relationship develops and expands (RE)
- relationship duration and ending (RD)
- challenges/disappointments (C/D)

Four Categories

The themes were grouped and combined within one of the four categories.

1. Mentoring Environment (CDR, WR, FR, IR, DS, ME)
2. Initiating & Preparing for Mentoring Relationships (RB, RP, *some units from B, *some units from CC, CG, and CP)
3. Developing, Expanding, & Ending the Relationship (*some units from CC, CG, and CP, RE, RD, and A)
4. Reflecting (M, MUR, MR, MeR, C/D, and *some units from FR [+/-], IR [+/-], and CDR [+/-], and WR [+/-])

* Some meaning units were taken from the common theme and placed into two of the categories. For example, sometimes the participant commented on his or her experience in a formal mentoring relationship and then commented more reflectively on formal mentoring relationships in general, not just specifically from his or her experience. It was a more reflective statement of formal mentoring relationships. This reflection was placed in the "Reflecting" category rather than the "Mentoring Environment," whereas specific comments about the formal mentoring relationship were placed in the unit "Mentoring Environment," where formal relationships were reported and discussed.